



Preparatory School Handbook

2020/2021

Year 5

Our “I CARE” Core Values

Innovation

seeking ways to grow our enquiring minds

Confidence

developing our confidence through learning and co-curricular activities

Aspiration

preparing for the future and seizing every opportunity

Respect

caring for others and ourselves

Enthusiasm

readily embracing new challenges

Term Dates 2020-2021

MICHAELMAS TERM 2020

Staff inset days	Tuesday 1 & Wednesday 2 September
First day of term	Thursday 3 September
Half term holiday	Monday 19 October – Friday 30 October
Last day of term	Wednesday 16 December (finish at 15:30)

LENT TERM 2021

Staff inset day	Tuesday 5 January
First day of term	Wednesday 6 January
Half term holiday February	Monday 15 February – Friday 19 February
Last day of term	Friday 26 March (finish at 15:30)

TRINITY TERM 2021

Staff inset day	Monday 12 April
First day of term	Tuesday 13 April
Bank Holiday	Monday 3 May
Staff inset day	Friday 28 May
Half term holiday	Friday 28 May – Friday 4 June
Last day of term	Wednesday 7 July (finish at 15:30)

On Your First Day – New Pupils

A Warm Welcome

We are a happy, friendly school. New pupils can come along to the Prep Office and be met by the class teacher on their first day.

Once you and your child feel confident to begin using the pick-up and drop-off points, if travelling by car, you can then do so.

Arrival and Going Home

Drop Off 08:20 – 08.45

Late arrivals should go to the Prep School office to sign in.

Pick Up 15:30

Pupils with an older sibling can use the late stayers' facility and are then brought to the pick-up area at the time their eldest sibling's school day finishes.

Checklist of daily essentials:

- **Morning snack:** a healthy snack can be brought for morning break. This can be fruit, crackers, cereal bar or a bread bun (no sweets, chocolate or crisps). Please note, we are a nut free school, please check the ingredients.
- **Water:** a bottle of water (named) as we encourage pupils to keep hydrated throughout the day.
- **Outdoor clothing:** the school coat should be brought every day. In addition, a pair of waterproof trousers and wellington boots are needed for playtimes every day which can be kept in the cloakroom (boot bags are available from the Uniform Shop.)
- **Stationery** – all stationery items are provided by the School and we discourage pupils from bringing their own items. Where a child has been awarded a pen licence, we ask that they bring their named pen into school and that it remains in school. Please keep another handwriting pen at home for homework.
- **No mobile phones** – unless travelling home by school bus. Phones should be clearly named and handed in to the Prep Office at the start of the day. They can be collected at the end of the day.

Uniform

Recent Government guidance has relaxed the guidance around strict daily washing of uniform. Therefore, on return to school, full uniform, including blazers, coats and hats will be expected.

A separate letter was sent out regarding uniform appointments during the holidays, prioritising appointments for full uniform fittings for those pupils starting their journey with us in Reception and for new starters throughout the school. It may not be possible for all existing families to visit the uniform shop during the holiday period due to demand. Where this is not possible, pupils will be able to visit the school shop on the first few days of term to collect pre-ordered items and the uniform policy will be relaxed to allow for this.

From September, we are going to trial pupils wearing PE kit to school for the full school day on days which they have PE or Games in Years R to 6. We will review this practice in-line with guidance at half term. Spare kit can be brought in on a Monday and left in the cloakroom in the instance of needing to change following inclement weather.

Checklist of essential uniform:

A detailed uniform list and purchasing details can be found on the School website. *The winter uniform is worn between October and April, depending on the weather.*

- **Shoes** (smart, black) are worn indoors and boots/sturdy trainers outdoors.
- **Hair** should be kept tidy and away from the face. It should be of a respectable style, of a natural colour with no extremes of fashion. Hair, longer than shoulder length, should be tied back with a hair band, slide or bobble in school colours – navy-blue or maroon, available to purchase from the Uniform Shop.
- **Jewellery** should not be worn in school (except in exceptional circumstances.) Only discreet, stud-type earrings are acceptable and must be removed for sports activities.
- **Watches** should be unobtrusive to support the pupil to tell the time.
- **No make-up** (including nail varnish) should be worn.

Wrap Around Care

We are providing phased Wrap Around Care, for EYFS pupils until 18:00 and wrap around care for Pre-Prep pupils in Years 1 to 6 respectively until 17:30 Monday to Friday to allow for additional cleaning time, this will take place in the Refectory. The After-School Care and Morning Care offer will be reviewed by half term.

Breakfast Club will continue to be available for pupils from 07:30 for EYFS pupils.

Morning Club, excluding breakfast, will run from the earlier time of 07:45 in the Refectory in zoned phased spaces. There is no requirement to book for Morning Club.

Breakfast Club (EYFS only)

Cereal, fruit, yoghurt, juice

07:30 – 08:30

£5.80

(Breakfast is served from 07:30 – 08:00)

Morning Club

No breakfast provided

07:45 – 08:30

£1.20

After School Short session

No food

15:30 – 16:30

£2.50

After School with tea

Include sandwich, fruit, drink and snack

15:30 – 18:00

£9.00

Please note that After School care (long session) must be booked before 12:00 on the day required. Booking forms are available from the Prep School Office. Please allow 24 hours' notice for the cancellation of sessions or you will be charged for the session.

Late Stayers for Siblings

If your child has older siblings in the School, we will look after them without additional cost until their sibling's school day has ended. They will be escorted to the pick-up area at the front of the School at the appropriate time (either 15.45 for a Prep sibling or 16.00 for a Senior sibling).

Catering

We are working closely with Chartwells with their team to ensure that school catering can return safely from the start of Term, including EYFS snacks and Afterschool Care teas. There will be additional measures in place such as: a one-way system, a maximum number of pupils in the Refectory at one time and automatic sanitiser dispensers.

Activities and Enrichment

Until at least half term, and until Guidance permits, all enrichment and clubs will be required to run in year group bubbles. This will mean that pupils may not have the opportunity to join all of the clubs which they may typically. We will ensure that the offer is as broad and balanced as it can be at this time.

Visitors on the School Site

In September, we will continue to operate a 'drop and go' system from Nursery up to Year 6. Please can all virtual and physical appointments be made via your child's class teacher or via the Prep Office. Parents are not permitted into the school building at this time, without prior appointment. We look forward to when we can have parents back in school.

Parking

Parents are kindly asked to park in the school's main car parks. A barrier is in place between 08:15 and 16:15 at the front of the School, as this is primarily a staff car park. In respect of our local community, please do not park in the public streets around the School.

Virtual Learning

Should a Local or National lockdown be implemented or two or more pupils test positive for COVID-19 and a group/year group subsequently sent home to isolate/ book a test, then the school has robust plans in place to ensure that online learning can continue from the next school day.

Pupils in Year 1 to Year 6 can expect live teaching in both Mathematics and English via Microsoft Teams and are expected to turn up virtually for registration from the first day. For Years 3 to 6 this will be full live 50-minute core subject lessons following registration, an assembly and for younger pupils may be a short inputs for core subjects. Non -core subjects will also be taught weekly by a mixture of live and pre-recorded presentations will be used. Pupils can also expect a slimmed down enrichment offer to continue.

Buses

Pupils will be able to travel to and from school as normal, but we would request that, wherever possible, if lift sharing, they travel with pupils in their year group bubble and practice social distancing. If they are travelling on public transport, they will be required to wear a mask. Our school transport service (Acklams) is not considered to be public transport, however, face coverings will still need to be worn by the required aged pupils (all over 11 years old). Our emphasis is on maintaining groups where possible. Clear seating plans with individual seats for each pupil will be

held by Acklams and the driver will assist pupils to the correct seat. Some seats will not be used, to allow for appropriate social distancing. Acklams regularly disinfect their vehicles, hand sanitiser is available on each bus for use on entry and when disembarking, pupils will leave from the front. Acklams adhere to DfE guidance for local authority provided transport.

How to Contact Us

Main School Reception: 01482 657016

Preparatory School Office: 01482 652172
Diane.Fawcett-Ward@hullcollegiateschool.co.uk
PA to the Headteacher of the Prep School

Open from 08:00 to 16:00 each day

For reporting absences please call the Preparatory School Office on 01482 652172 or text 07581 992822.

Who should be contacted for academic or pastoral queries?

Your child's class teacher is your first point of contact for all messages. The teacher monitors your child's academic and pastoral well-being, and you should talk to him or her first with any concerns or queries.

Class teachers' emails: Carrie.Smith@hullcollegiateschool.co.uk Declan.Whitfield@hullcollegiateschool.co.uk

Who should be contacted for further concerns?

We urge parents to contact the class teacher in the first instance for all matters regarding their child. However, if a class teacher is unable to answer your query, the phase leader could be called upon to help:

Year 5/6 Phase Leader - Mrs S Stokes
Sarah.Stokes@hullcollegiateschool.co.uk

Safeguarding

For all safeguarding concerns and queries, please contact Mrs Smith, Deputy Head and DSL, either through the Prep Office or email: carrie.smith@hullcollegiateschool.co.uk

The Parent Portal – The Hub

All parents have access to The Hub. This has information regarding your child's timetable, attendance, reports, homework and much more. You will receive your log in details on enrolment.

Newsletters and Communication

Wherever possible, we communicate by text and email. Weekly bulletins are emailed to parents each Friday during term time. They contain details on forthcoming events, information and weekly lunch menus.

First Aid, Medication and Illness

Please keep us informed about any health problems concerning your child. If your child needs prescribed medication during the day, please hand them in (clearly named) to the Prep School office or First Aid Room with clear written instructions written on the Pupil Medication Request form.

We have a full-time First Aider and other staff are also trained in Paediatric First Aid. All accidents are recorded and parents are informed of any head injuries which occur during the school day by email and where appropriate, phone call. Minor ailments will be treated in School but major problems will be reported immediately to parents.

Pupils should remain at home if they are ill. A child should not be sent to school unless they are healthy enough to go outside to play and take part in all lessons. If your child is unwell please call or text the school office so we can amend our registration and we do not contact you unnecessarily. Registers are taken at 08:45 every morning.

Pupils should stay at home for 48 hours after a bout of sickness/diarrhoea/high temperature and for the first few days of any course of antibiotics or other medication. If your child, or any members of the household have one or more COVID-19 symptoms, they should remain at home, a test should be booked, and the school kept informed of the outcome.

Absences

Please make every effort to avoid taking your child out of school. To request a leave of absence in exceptional circumstances, please request a form from the Prep Office. Other than for medical reasons, external examinations, performances and auditions, leave of absence is not generally authorised.

Reporting to Parent

Reports are written by class teachers at the end of the Michaelmas and Lent terms which focus on Maths, Reading and Writing. A full report is provided at the end of the academic year, providing parents with a summary of their child's achievements in all aspects of school life over the course of the year, including detailed standardized score outcomes, Reading and Maths ages.

Parent Consultation Meetings

Parents are invited to meet staff to discuss their child's progress in the Michaelmas Term and in the Lent Term.

If parents are concerned about their child at any other time, they are welcome to seek an appointment with the class teacher or Phase Leader at the earliest opportunity. From Michaelmas 2020, we will be offering parental consultations, both in person, and virtually from Microsoft Teams.

Co-curricular Opportunities

Clubs

Clubs give our pupils the opportunity to learn beyond the curriculum. Although sports activities often take place after school, most clubs take place during the lunch break, as many of our pupils go home by bus and are not able to stay for activities after school. Full details of clubs available are provided at the start of each term.

In addition to these extra-curricular clubs, there is a weekly timetabled period for pupils. The enrichment activities on offer each term are published on The Hub.

Music

As well as weekly timetabled class Music, pupils in Prep (Y2 from the Lent term) can choose to learn an instrument or take singing lessons from our peripatetic Music teachers. These are normally once a week, 30 minutes long and on a rotating timetable, so that the same academic lesson is not always missed. Please note that these do incur an additional cost, more details of which can be obtained from the Prep Office.

Outdoor Learning

We explore every opportunity to enjoy our stunning grounds and take our learning outside. We will be holding outdoor learning days throughout the year, including developing skills such as outdoor art, literature, survival skills and appreciating nature.

The House System

Pupils are allocated a House. We hope that pupils identify and proudly support the endeavours of their House throughout their time at school. Each House is led by captains and have regular meetings. They compete throughout the year in inter-house events. Siblings will be allocated to the same house.

The Houses are named after famous local citizens:

(Winifred) Holtby – Green

(Amy) Johnson – Blue

(John) Venn – Red

(Andrew) Marvell – Yellow

Sports Fixtures

Inter-school sports fixtures are an exciting part of the Prep School and we hope as many pupils as possible from Year 3 upwards will play in these. To ensure that pupils play at appropriate levels to stretch their skills, teams are selected on ability. We very much value parental support at inter-school matches and we encourage parents to come along and spectate.

School Council

The School Council is made up of elected pupils from Years 1 to 6. It provides a forum for active and constructive pupil input into the daily life of the school.

Assessment

We want all pupils to make excellent progress. We encourage pupils to become active learners who ask questions, see solutions and see mistakes as opportunities for deeper learning. We believe that the key purpose of assessment is to move the pupils forward in their learning.

Formative Assessment for Learning: This is ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Summative Assessment of Learning: These occur at defined periods of the academic year or at the end of a unit of work. Summative tests are an essential tool for identifying individual progress over time and can be used for comparison within and across the cohort. Unit Assessments are in your child's core visible subject books.

Homework

We value, support and welcome active co-operation between home and school. We find that homework can be an important link between home and school. The purpose of homework is to:

- ensure progression towards independence and individual responsibility
- extend and support the learning experience through reinforcement and revision
- provide opportunities for parents, pupils and school to work in partnership
- prepare pupils for their next phase of the school.

We recognise that the time allocated for homework activities and the scope of activities set will change as pupils get older and for each individual child.

The logistics of homework in Year 5 are as follows:

- It will be set on the Hub each Thursday to be completed by the following Tuesday.
- The amount of time allocated for each piece of homework will vary according to the nature of the homework but should typically take between 30-40 minutes for each task.
- Daily reading is expected (a minimum of four times weekly)
- From Michaelmas Term 2020, your child will be allocated reading books virtually. These books will be allocated several times each week, on completion of each book your child will have a mini comprehension assessment before moving on

How parents can help at home

English

Reading: We recognise that reading is one of the core skills of a child's learning. We aim to promote reading and a love of books. Regular reading activities are essential homework activities that we strongly encourage every day (at least four times each week.)

Reading with your child, at every age, is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so try to put aside some time for it every day. Let your child see you reading a book, so they get into good habits. Reading extensively will improve your child's awareness of punctuation and sentence structure; it will also enhance their vocabulary which can be used in speech and creative writing.

Writing: Encourage your child to write for a pleasurable purpose, this might be: writing a letter; sending a postcard from your holidays; keeping a diary; making a shopping list; compiling a book review etc. Finding any reason for your child to write for pleasure will make writing an everyday occurrence.

Reading

We follow the Collins Big Cat Reading Scheme. The books in each band contain high quality reading books covering a variety of genre. As pupils get older these books will become longer and more demanding and are designed to aid the pupils ability to use deduction and inference to gain understanding. Books will also become progressively more complex in terms of syntax and vocabulary. Books will include non-fiction with science, history or geography information books, biographies and reports and fiction books including classics, Shakespeare retellings, poetry and traditional tales. Pupils will be encouraged to read regularly to progress through the scheme towards the Black Band books. Black Band books contain reading books, mostly fiction, that teaching staff have selected to be age appropriate and challenging in terms of content and style and which contain a wide range of pupils literature including classics. Pupils will also be able to read their own or library books in parallel with their reading scheme book.

Year 5 Levels	Emerald	Sapphire	Black Band
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Maths

Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling. You can practise times tables in the car or add up digits on number plates – anything where your child is mentally holding numbers in their head.

Pupils will learn to tell the time when they need to know the time for a purpose; e.g. how long until a programme starts on television or how long until lunch. If they have a watch, it is best if it is an analogue one with a readable face.

Times tables: These are the foundation of Maths. Pupils must be able to recall them quickly and accurately. Times Tables Rockstars (<https://trockstars.com/>) aims to drill pupils in quick recall of multiplication and division facts up to 12 x 12. Whilst pupils partake in practice sessions in class, we encourage pupils to regularly practise at home (ask the class teacher if your child has forgotten their password.) Additionally, all pupils have a times tables practice book which they can complete at home and school.

Curriculum

English

Michaelmas Term

The theme is *Inventors and Innovators*, covering two narrative pieces of writing, one autobiographical piece and explore Victorian poetry. The class text that will be the driving force for all that we will cover is *Cogheart* by Peter Bunzl.

We will start by looking at the features of a Mystery Story and develop the pupils understanding of a simple five-part story plot – introduction, build-up, problem, resolution and ending – with the eventual outcome being their own mystery narrative based on a picture from the book *The Mysteries of Harris Burdick*.

After half term, to tie in with our Humanities topic Victorian life, we will be writing Ghost stories, inspired by *A Christmas Carol* by Charles Dickens. The pupils will explore techniques of how to create suspense and fear, in a more delicate and skilful way than they are normally used to. In addition, the pupils will be looking at the life of Charles Dickens, with the eventual outcome being an Autobiographical piece about the man himself.

As we explore Victorian transport developments in other subject areas, we will look to expose the pupils to Victorian Poetry that shows the importance of new inventions to modern life: most notably Robert Louis Stevenson, with a touch of Lewis Carroll.

Lent Term

The theme for Lent Term will be *War & Peace*. Our class text will be *War Horse*, from which we will concentrate on how write Historical fiction, using a solid understanding of the language of the past and to convey a retrospective emphasis on the importance of historical events.

We will also look at persuasive writing, as we create pieces of writing based around animal rights, using the text *The One and Only Ivan* as our stimulus, along with PETA's child friendly website. Eventually, the pupils will have persuasive pieces arguing their points.

Poetry will be linked to World War 1 poetry, with significant attention paid to great writers of the time.

Trinity Term

The Trinity Term sees us introduce the class text of *Beowulf*, with the classic text brought brilliantly into modernity by Michael Morpurgo, it crosses over wonderfully with our Humanities topic based around the Vikings and Anglo-Saxons. They will be given opportunities to develop fictional story skills in the Morpurgo style, whilst expected to create an Explanation text entitled 'How to kill a Monster'.

Reading: Developing inference skills when considering characters' feelings, thoughts and motives from their actions, feelings and thoughts. Discovering figurative language in books. Pupils will explore a wide variety of nonfiction and fiction genres, including: narrative, persuasion, journalism, biography, persuasive writing, play scripts, poetry and instruction writing and adventure stories. The class

texts will be *Cogheart* by Peter Bunzl, *War Horse* by Michael Morpurgo and *Beowulf* by Michael Morpurgo.

Furthermore, there will be structured whole class reading sessions, using texts that cover a wide area of subjects and topics, with a weekly focus on a particular aspect of reading from the VIPERS approach to reading questioning:

Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence/Summarise.

Spelling: silent letters, words ending in -ough, words ending in -ible, -able.

Grammar: consolidate and extend use of nouns, verbs, adjectives; consolidate and extend use of modal verbs to indicate degrees of possibility.

New grammar and punctuation techniques will be taught explicitly, such as: distinguishing between the languages of speech and writing; identifying and using appropriate vocabulary and structures, including subjunctive forms; using passive verbs to affect the presentation of information in a sentence; précising longer passages of text.

Maths

A Mastery style of teaching of Maths is consistent throughout the Prep School. Pupils are supported through 4 different levels of challenges each lesson: Challenge 1 and 2 are fluency level, Challenge 3 is mastery including reasoning and problem solving and Challenge 4 is mastery at greater depth. Times tables knowledge are at the heart of Maths learning; pupils are expected to know times tables by heart up to 12 X 12. These are regularly practised in lessons to ensure pupils are fluent and can recall facts quickly. Please practise these at home to aid recall.

Michaelmas Term

1. Place Value

Read, write, order and compare numbers to at least 1000 000 and determine the value of each digit.

Count forwards or backwards in steps of powers of 10 for any given number up to 1000 000.

Interpret negative numbers, count forwards and backwards with positive and negative whole numbers including through zero.

Round any number up to 1000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

2. Addition and Subtraction

Add and subtract numbers mentally with increasingly large numbers.

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

3. Multiplication and Division

Multiply and divide numbers mentally drawing upon known facts.

Multiply and divide whole numbers by 10, 100 and 1000.

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

Recognise and use square numbers and cube numbers.

Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

Establish whether a number up to 100 is prime and recall prime numbers up to 19.

4. Statistics

Solve comparison, sum and difference problems using information presented in a line graph.

Complete, read and interpret information in tables including timetables.

5. Perimeter and Area

Measure and calculate the perimeter of composite rectilinear shapes in cm and m.

Calculate and compare the area of rectangles (including squares), and estimate the area of irregular shapes.

Lent Term

1. Multiplication and Division

Multiply and divide numbers mentally drawing upon known facts.

Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for 2-digit numbers.

Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.

2. Fractions

Compare and order fractions whose denominators are multiples of the same number.

Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number.

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Read and write decimal numbers as fractions.

Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

3. Decimals and Percentages

Read, write, order and compare numbers with up to three decimal places.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Round decimals with two decimal places to the nearest whole number and to one decimal place.

Solve problems involving number up to three decimal places.

Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.

Solve problems which require knowing percentage and decimal equivalents of 12, 14, 15, 25, 45 and those fractions with a denominator of a multiple of 10 or 25.

Trinity Term

1. Decimals

Solve problems involving number up to three decimal places.

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

2. Properties of Shapes and Angles

Identify 3D shapes, including cubes and other cuboids, from 2D representations.

Use the properties of rectangles to deduce related facts and find missing lengths and angles.

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

Draw given angles and measure them in degrees.

Identify: angles at a point and one whole turn (total 360 degrees), angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180 degrees) other multiples of 90 degrees.

3. Position and Direction

Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

4. Converting Units

Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]

Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

Solve problems involving converting between units of time.

5. Volume

Estimate volume [for example using 1cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]

Use all four operations to solve problems involving measure.

Science

Properties of Materials

Pupils will: study the properties of materials, engaging with practical experiments and theoretical prediction, and learn how to record their findings which should help pupils develop a strong scientific approach.

Space

Pupils will: learn about our Universe, and the formation of some of the most fascinating structures in our galaxy. They will compare planets to scale and plot planets on a graph.

FaceTime-a-Farmer Project

Pupils will learn from farmers who connect the pupils with their food and where it comes from. FaceTime a Farmer is all about harnessing the power of digital communications to inspire, engage and educate young people about not only the journey from farm to fork but also the everchanging, diverse agricultural industry. The pupils regularly chat live to their matched farmer from their classrooms through FaceTime or Skype, discuss ideas, ask questions, share knowledge and gain a 'real-time' understanding of the issues farmers face every day.

Forces

Pupils will: explore the force of gravity (including how some scientists helped to develop the theory), the effects of air resistance, water resistance and friction. Pupils will also recognise that some mechanisms (including levers, pulleys and gears) allow a smaller force to have a greater effect.

Living Things (Humans)

Pupils will: learn about the life cycle of a mammal. They will describe the life process of reproduction in some plants and animals. This will include observing changes in an animal over a period of time, comparing how different animals reproduce and grow. The pupils will also find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual production in animals. The pupils will be able to describe the changes as humans develop to old age. This will include creating a timeline of the stages in growth and development of a human, including puberty. The pupils will research and compare the gestation period of other animals with humans.

STEM

Pupils will learn through a variety of STEM (Science, Technology Engineering and Maths) activities, enabling pupils to explore many aspects of science and the world.

Humanities Black History

During the study of Black History, Year 5 pupils will explore the history of slavery, through which they will learn deeply about the historical facts of slavery and its eventual abolition, and look at how the fight for equal rights and liberation continued into the 20th Century, giving pupils the context they require to understand the current affairs around racial equality.

- Slavery - understanding freedom and slavery
- Africa, start of the trade and Liverpool
- Enslavement, the middle passage and Resistance
- Abolition - William Wilberforce
- Legacy and Civil Rights Movements
- Are things better now? - The Windrush Scandal

British History: The Victorians

Pupils will look at areas such as: the social situation; the Empire; inventions of the industrial age and more. Pupils will then turn their attentions to studying local examples of the Victorian period, with specific attention paid to the Wilson Family who used to live and own the estate that the school stands on.

Extreme Earth

- Location/Place Knowledge: Understand the difference between Northern and southern Hemisphere
- Human and Physical Geography/Map Skills: describe and understand key aspects of: physical geography, including: climate zones, biomes. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.

Anglo-Saxon and Viking settlements in Britain

Pupils will study the historical aspects of this period of history and then the human and physical geography, including: map skills, human geography, (types of settlement and land use) economic activity, trade links and the distribution of natural resources (energy, food, minerals and water).

Key questions that will be considered during this topic are:

- Why did the Anglo-Saxons and the Vikings choose to settle where they did?
- What were the settlements like?
- How did they use the land and how has land use changed today?
- How did they trade?
- How is trade different now?

Additionally, in the Trinity Term, there will be a geographical focus on South America, looking at its climate, terrain, crops and produce, food, and other topographical aspects of the continent. Pupils will extend their literacy skills by researching and presenting information in the many writing styles that they have studied so far.

Games and PE

COVID-19

Although our traditional PE and Games offer is detailed below, as with all schools around the country, we are adhering to government guidelines and the advice from the Association for Physical Education in our planning for PE and Sport for the forthcoming term. In addition, we are also taking on board the relevant guidance from National Governing Bodies of the sports in which we participate. There will therefore be some changes to our usual offer, although we do plan to continue, as far as possible, our usual pattern of termly sports. Girls will continue with all hockey activities and boys will continue to play rugby during the Michaelmas term. Rugby will be non-contact for all age groups. We will not play any inter-school fixtures, at least until half term. As soon as we are able to return to inter-school sport we will proceed in accordance with the guidance at that time.

Michaelmas Term

Rugby

The pupils in Year 5 will continue to practise and play rugby with the emphasis on rugby being a running game. The tackle area will be developed and the ball will now be contested after the tackle. Rucks will be introduced with one player allowed to ruck over the ball. Uncontested scrums will be introduced with all players being expected to learn and practise the roles of the players involved in scrums

Hockey

Pupils will work to improve their individual skills further and use more advanced skills, such as reserve stick dribble, v-drags and rolls outs. This will give them more attacking tools when playing games. Set plays such as short and long corners will be developed, and goalkeeper's skills and tactics will be introduced and practised should a child wish to do so. Passing and receiving skills will continue with more emphasis being put on passing on the move and passing into space.

Gymnastics & Cross-Country

In the first half term, pupils will partake in gymnastics. They will use the foundations of travel and balance, learnt previously, to build up their sequences. They will work on both group and individual balances, e.g. tension and counter tension balances. Pupils will be encouraged to use creativity in their sequences, using various types of equipment. More advanced rolls will be taught should pupils wish to add these, e.g. handstand, forward roll and cartwheel. They will work towards creating a routine to music for the final lesson.

In the second half of the Michaelmas Term, pupils will be developing running skills in preparation for the house cross-country competition: this is a longer course than the Year 3 & 4 course. They will work on building stamina, using various drills and understand how to warm up and cool down for a long-distance race.

Lent Term

Football will be played in Games lessons, familiarising the pupils with ball manipulation and control; dribbling and running with and without the ball; passing and receiving and shooting. Pupils will be encouraged to use space on the pitch and will be asked to think about and develop tactical decision making both as individuals and as team members whilst playing small sized games and tournaments.

Netball will be played this term, with pupils revising the skills of throwing, passing and catching accurately. Pupils will work on decision-making, what pass to make and when. Pupils will work on landing and pivoting and move this onto introduce running footwork. Girls will work on improving their shooting accuracy, improving their attacking skills by implementing team tactics. They will develop their three stage defending skills, in game play and continue to understand the various positions and their roles in netball.

In **basketball**, pupils will work on their dribbling technique and should be able to use both hands to do so. Pupils will be introduced to the different types of pass, including the bounce and chest pass. They will work on their defending of the ball in small sided games. Pupils will start to work on their shooting technique and develop their understanding of the rules through game play.

In **dance** lessons this term, pupils will acquire and develop specific skills to show different shapes and levels. They will remember and repeat movements, phrases and patterns and observe each other dancing and describe what they see using appropriate vocabulary. Pupils will respond to a different type of stimulus and use their understanding of the basic dance skills to select appropriate ones for the dance idea. Pupils will work co-operatively in pairs or small group and look critically at their own and others work to recognise what is good and what could be improved.

Trinity Term

Rounders

The pupils will learn to acquire and develop the skills to catch and field the ball with control when it is hit into the air with power. They will be able to use speed and movement to make them field effectively and stop/limit the opposition scoring. The pupils will develop their ability to evaluate and give feedback on games to improve an individual or team performance. They will have chance to practise these skills during matches to improve their tactical skills.

Cricket

Pupils will learn a variety of attacking and defensive shots including the pull, drive and cut shot. Pupils will continue to bowl overarm and practise to gain consistency and control of the ball and, for some, there will be the opportunity to practise spinning the ball. Pupils will play a variety of small-sided games, mainly with a soft wind ball, but some will practise and play with a hard cricket ball. All safety pads, gloves and helmets will be provided by the school, but pupils will need to provide their own abdominal protector (box).

Athletics

The pupils will revisit all athletic events, relevant to their age group. They will learn the technique for field events, such as ball throw, long jump and shot. They will compete on sprinting and long-distance events. Over the course of the term, they will be working towards their bronze, silver and gold athletics levels. These levels have varying distances and times (longer distances and quicker times than the year 3 & 4), in order to develop the pupils to their highest level.

RE Expressions of faith: Explore religious expression such as faith members' expressions of identity, looking at different expressions in different faiths and denominations.

The focus this term will be around the idea of 'Faith in Action'. This will include exploring various aspects of making a commitment, seeking out the religious commitment that often goes together with the admission of belief. Whilst looking at the way commitments affect and shape lives, guiding the activities of both groups and like-minded individuals. Pupils will then use their understanding to investigate stories about people who are living/have lived out their beliefs through the centuries.

Computing Michaelmas Term e Safety

Year 5 will study digital imagery, explore images and image search and will learn about the importance of content ownership and copyright issues.

Digital Literacy

The pupils will start exploring that many physical objects are controlled with a program written on a PC. They will identify a range of different inputs and outputs and learn to explore and write programs which can be controlled by an external input device.

Lent term

Digital Literacy

Pupils will be taught to use a range of data handling applications to display both discrete and continuous data. The pupils will create a digital bar graph based on discrete data; edit and format digital graphs appropriate for a selected audience and analyse and present their data in a variety of formats appropriate for the target audience.

eSafety

Pupils will explore and discuss what it means to be responsible and respectful in both offline and online communities. The pupils will learn to think critically about the user information that some websites request or require. They'll learn the difference between private information and personal information, distinguishing what is safe and unsafe to share online.

Trinity Term

Digital Literacy

In this term the pupils will create videos, use a range of techniques to edit their video and make it effective, compare different tools and select the most appropriate to achieve their desired outcome. They will justify their choice of video editing tools and use decomposition to storyboard their video and evaluate their video, suggest and make improvements.

eSafety

The pupils will explain how websites or news found online may have been altered and why, say how creators protect their work using copyright and learn how to find images that are free of copyright to use in their own work.

Spanish

Pupils will learn to introduce themselves, and develop their knowledge of numbers, the alphabet, general classroom vocabulary, and months of the year and days of the week.

Pupils will continue to develop their knowledge and understanding of Spanish by learning a plethora of classroom vocabulary. Pupils will be introduced to different subjects in Spanish and start to learn regular verb conjugations in the present tense. This will enable pupils to talk and write about what they do in lessons, and to describe teachers. Various reasons will be introduced so that pupils can fully justify their opinions.

Design and Technology

Pupils will design and make a wooden gate. This will focus closely on key construction skills, such as measuring, cutting and sticking wood but also involve the use of drills and dowels to make pivots and hinges for the gate to swing open. Pupils will also design and make a locking mechanism for the gate. During the Lent and Trinity term, pupils will also undertake a project researching local bridges and will build a model of a Bascule Bridge (a common type of bridge which cross the River Hull).

Music

As well as weekly timetabled class Music, pupils can choose to learn an instrument or take singing lessons. These are normally once a week, 30 minutes long and on a rotating timetable, so that the same academic lesson is not always missed. Please note that these do incur an additional cost, more details of which can be obtained from the Prep Office.

Music topics and songs have been linked to Humanities, wherever possible, and all the lessons will involve a variety of practical activities – singing and using classroom instruments to improvise, create and rehearse. Learning songs for events and performances will also be an integral part of the lessons throughout the year.

Michaelmas Term

Black History

During October – Black History month – pupils will also listen to recordings of Afro-American spirituals with examples of folk and blues songs, such as those from the slave plantations of the American deep south. They will explore other influences such as ragtime and will learn to listen out for typical "blues" notes, such as flattened 7ths and 3rds and the workings of ragtime syncopation.

Victorians

This unit explores music and musical inventions in the Victorian period, beginning with an exploration into Victorian musical gadgets where pupils learn about gadgets such as the Music Box, Player Piano, Street Piano and Penny-in-the-Slot through listening and watching the gadgets in action, looking at sound production methods. Pupils then explore Victorian street cries, popular in Victorian markets of the time as sellers advertised their wares. Pupils sing and perform several different Victorian street cries before composing their own, exploring melodic shape and pitch. Finally, pupils explore the popular Victorian genre of Music Hall, taking part in a class Music Hall performance of "The French Can-Can Polka"

Lent Term

Weather and Seasons

This unit develops pupil's ability to recognise how sound sources can be used expressively and be combined to create music in response to the weather and the seasons. Pupils explore how sounds can be changed, combined and organized to create class and group compositions. They respond to stimuli by the weather and explore ways in which sound can be used expressively. Pupils are introduced to the music of the Baroque period and to the genre of the solo concerto focusing on "The Four Seasons" by Vivaldi and exploring programme music further.

Trinity Term

Production rehearsals/ music notation and software

This term, pupils will learn and rehearse the songs from the end of year production. Additionally, they will learn more about music theory to enable them to compose basic rhythms and melodies and be introduced to the music composing software, Sibelius.

Art

In the Michaelmas Term, pupils will study 'Art Deco' focussing on the artist Toulouse-Lautrec as part of their Victorian theme studied in humanities.

Pupils will learn how to:

- Draw from observation and imagination
- Develop their own research skills in their computing lessons
- Understand the term composition
- Work with a range of media to create different effects

In the Lent Term, pupils will explore the four elements of fire, water, earth and air to create a range of collages using different media to create a range of different effects. Pupils will learn how to:

- Use a range of tools and materials to create a range of different effects.
- Draw from observation, memory and imagination

In the Trinity Term, pupils will create images of Viking ships and shields based on their humanities theme. Pupils will also study the artist Vincent van Gogh focussing on colour theory, paint application and composition.

Pupils will learn how to:

- Draw from observation adding shades and tones
- Develop their knowledge and understanding of colour theory
- Apply acrylic paint onto a canvas
- Develop their understanding of perspective and composition

PHSCE

Pupils will discuss issues around Health and Wellbeing including: balanced lifestyles, choices, health, wellbeing; balanced diet, choices, food, influences; media, images, reality/fantasy, true/false; achievements, aspirations, goals, strengths target-setting; conflicting emotions, feelings, managing feelings.

Pupils will learn about independence skills, as well as increased personal responsibility and keeping safe. Pupils will identify how risks can be reduced or managed in their own lives. Health wise, pupils will learn how the spread of infection can be prevented as well as learning skills in First Aid and some basic emergency procedures including CPR.

Different influences on behaviour will be explored in lessons, including peer pressure and media influences and how to resist unhelpful pressure and ask for help. Pupils will learn about habits (in relation to drugs, alcohol and tobacco education) and about some of the risks involved.

Pupils will learn to keep safe when using a mobile 'phone (and the effects on their lifestyle with regards to their health and wellbeing) and identify positive mobile 'phone-user habits.