



HOLYWELL SCHOOL

CURRICULUM OVERVIEW

FOR

YEAR 5

2021 - 2022

Welcome to Holywell School

This booklet gives you an outline of the current Year 5 curriculum.

Students also benefit from the support of an excellent staff team. Subject Leaders for each area of the curriculum are listed by each subject entry.

Key leadership contacts are:

Mr M G Simpson	Headteacher
Miss A Stewart	Deputy Headteacher
Mr S van der Merwe	Deputy Headteacher
Mrs J Davies	Assistant Headteacher
Mr J Ulph	Senior Leader
Mrs C Dinner	Business Manager
Mrs M Bassett	Head of Year 5
Miss T Brumsden	Office Manager / Admissions Officer

Please contact us via the school office if you need any further information.

Tel: 01234 750381
email: school@holywellschool.co.uk

ENGLISH (Subject Leader: Mr P Brown)

Vision / Intent:

The vision of the English department is to build a love of language and literature in our pupils through inspirational teaching based around memorable and challenging texts. To develop pupils' vocabulary and writing expertise, allowing them to express themselves clearly and creatively regardless of their starting points.

The teaching of English permeates all subjects and we give pupils the opportunity to excel in all areas of their academic studies. We give pupils opportunities to write creatively and in a wide range of different genres and to enjoy classic poetry and theatre.



Approach / Philosophy / Implementation:

Year Five English lessons will emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language - gained from stories, plays, poetry and non-fiction texts - will support their increasing fluency as readers and competence as engaging and effective writers.

Pupils will be taught how to write effectively for different audiences and how to control their sentence structure and vocabulary choice for effect. They will be given the opportunity to read, discuss and enjoy significant modern children's authors. They will read, learn by heart and perform poetry. They will write, read and perform plays including a major unit introducing Shakespeare. The curriculum will be supported and enhanced by use of ICT and multimedia-texts.

There will be an emphasis on the correct use of spelling, punctuation and grammar. These elements will be explicitly taught and pupils will become increasingly confident at using academic language to describe their own and others' writing.



Department Members:

Mr P Brown	English Subject Leader
Mrs E Warner	English Teacher (Maternity leave)
Mrs B Smullen	English Teacher
Miss E Martin	English Teacher
Mr M Fincham	English Teacher
Mrs S Craffy	English Teacher
Miss S Mayles	English Teacher



Topic Overviews 2021-22:

The main units of Study for Year 5 pupils are:

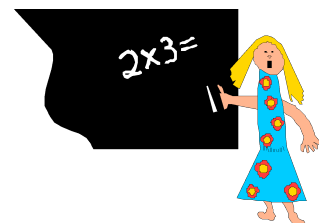
- Kensuke's Kingdom - A major study of a novel by a significant children's author - Michael Morpurgo.
- Passion for Poetry - Studying, performing and writing a range of poetry- classic and contemporary - including major narrative poems 'The Pied Piper of Hamelin' and 'The Highwayman'.
- Different text types - reviewing and discovering the conventions of the main text types - instructions, recounts, discussions, explanations, factual reports & persuasion.
- The Lion, the Witch and The Wardrobe - A study of a traditional author including major elements of drama.
- Introduction to Shakespeare - Looking at the language and plot of three major plays by Shakespeare - Macbeth, Romeo & Juliet and A Midsummer Night's Dream. Focus on performance and how language changes over time.

MATHS (Subject Leader: Mr G Jones)

Vision / Intent:

The Mathematics department strives to give students the confidence to acquire and use mathematical skills that will stand them in good stead throughout their lifetime. The department seeks to achieve excellence in the teaching and learning of Mathematics, in order for the students to make significant progress, irrespective of their prior attainment in this interesting and varied subject.

As a core subject, studied by all students throughout their time at school, we believe Maths is one of the most important and interesting in the curriculum. Wherever you look in the world there is Maths and we aim to equip students with the knowledge and, more importantly, the skills to fully participate in our information driven society.



Approach / Philosophy / Implementation:

The curriculum in Maths aims to ensure that students:

- Develop a culture of deep understanding, confidence and competence in Maths producing strong, secure learning and progress.
- Develop fluency in the fundamental skills of Maths through practice in different contexts and in problem solving.

- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Solve problems by applying mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Department Members

Mr G Jones	Maths Subject Leader
Miss D Saunders	Maths Teacher
Mrs M Bassett	Maths Teacher
Mr D Armitage	Maths Teacher
Miss M Fossey	Maths Teacher
Mr M Brook	Maths Teacher
Ms T Mollis	Maths Teacher

Topic Overview 2021-22:

Year 5
<ul style="list-style-type: none"> ● Number: Place Value ● Number: Addition and Subtraction ● Number: Multiplication and Division ● Statistics ● Measurement: Perimeter and Area ● Number: Multiplication and Division 2 ● Number: Fractions ● Number: Decimals and Percentages ● Number: Decimals ● Geometry: Properties of Shape ● Geometry: Position and Direction ● Measurement: Converting Units ● Measurement: Volume

SCIENCE (Subject leader: Mr. N Colbourne)

Vision / Intent:

At Holywell school, we believe a high-quality science education provides children with the foundations for understanding the world through the specific disciplines of biology, chemistry, and physics. Science has changed our lives and is vital to the world's future prosperity. The vision of our Science department is to make learning fun, active, and thought-provoking. We deliver practically-driven lessons that challenge, enthuse and engage all students. Scientific investigation is at the heart of our approach to teaching and learning. Above all, science is to be enjoyed.

All students will be taught essential aspects of the knowledge, methods, processes and uses of science. We want our students to attain the highest standards, achieve personal success and become future scientists. To this end, we take full advantage of the excellent laboratories, resources and facilities we have. Furthermore, all science teachers are specialists with a proven passion for their subject.

Our science curriculum aims to:

1. Inspire and excite children about science.
2. Stimulate curiosity, awareness, and inquiry.
3. Challenge, enthuse and engage students with investigation.
4. Provide opportunities for collaboration and independent work.
5. Empower a scientific dimension to thinking.



Approach / philosophy / Implementation

Our curriculum has been designed to create the best opportunities to learn and understand science covering the required sections of the National Curriculum and beyond. We want to prepare our students so when they're challenged with something they've never seen before, they choose to think, not just remember.



We have set out our curriculum as a 'learning journey'. A spiralling, yet ever-evolving curriculum where ideas and skills are consistently revisited and logically linked. Careful consideration of the fundamental threshold concepts determines what we teach and when we teach it. Connections between topics and subjects are designed to ensure students have a broader understanding of the content being studied, helping them to make progress. This approach enables effective collaboration within the department and, where appropriate, ensuring cross-curricular links are drawn upon, and reinforced.

Science across all year groups is taught in mixed ability form groups. The students have two lessons of science per week in KS2 and 3 lessons per week in KS3. This enables us to deliver a stimulating topic-based curriculum that balances practical experience and theory. We are fortunate in having an experienced team of teachers who provide the opportunity for all students to learn in many different ways.

A key aspect of studying science is working scientifically. This permeates our curriculum design and we hope to instil a passion for the subject, encouraging children to question and explore, whilst developing the key skills that form the basis for success: Planning, designing, experimentation, analysing, concluding and evaluating. Articulating findings both verbally and on paper, applying knowledge and the acquisition of scientific language are all key to success. As a result of our approach, we aim to prepare our students for the challenges of the future; their transition to upper school; and to be ready to study sciences up to and beyond GCSE.

Our curriculum is broad and balanced. To aid pupils' learning we have a wide range of scientific practical resources, a bank of IPADS and well stocked laboratories used daily by our dedicated team. We plan educational visits to places such as the Big Bang Fair and Nissan R&D facilities and are always on the lookout for new opportunities and places to visit that will enhance and support our curriculum.

Department Members

Mr N Colbourne	Science Subject Leader
Mrs J Austin	Science Teacher
Mr C Smith	Science Teacher
Miss E Stephens	Science Teacher

Topic Overviews 2021-22:

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> ● Introduction to Middle School Science ● Solids, liquids, gases ● Changing state ● The water cycle 	<ul style="list-style-type: none"> ● Earth and Space ● Forces 	<ul style="list-style-type: none"> ● Life cycles ● Plant Life cycles ● Microbes

INFORMATION COMMUNICATION TECHNOLOGY (Subject Leader: Mr J Burnham)**Vision / Intent:**

The ICT department wants ICT to be fun for the pupils and we hope that pupils will say it is their favourite lesson. Many do! Children often use computers but we want to develop their knowledge and understanding of some different areas of ICT. The teaching of different types of coding is a key area and pupils will meet coding in a number of different ways. We also focus on spreadsheets and control technology both of which have repeated modules. Other modules include HTML and Website construction, Rule Based systems to design computer games, Hardware and Graphics.

**Approach / Philosophy / Implementation:**

Pupils receive a one-hour lesson a week. These lessons are practical with students almost always working on their own computer.

We teach in modules of work which we believe gives the pupils the opportunity to practise and develop their skills in more detail. Short modules of work last about half a term and long modules last a term. Each module of work ends with an end-of module test which tests the student's knowledge and understanding in a non-threatening way. The student's mark in these tests is correlated against their Scores in English and Maths to help spot those who are not achieving their full potential.

Wherever possible we use free software so that pupils can further develop their interest and knowledge in their own time.

Impact

ICT is a well-favoured subject at Holywell and our pupils more than often go on to study this further at upper school and GCSE level. With Holywell students accounting for almost 75% of last year's GCSE computing course at Wootton Upper School last year.

More often than not pupils make expected or above expected progress in ICT at Holywell. This is well monitored through the use of end of module tests, which track pupils progress all the way from year 5 up to year 8.

Extra-curricular pupil participation for ICT is very high, with ICT clubs being a popular option and are often over-subscribed throughout all year groups.

Department Members

Mr J Burnham	ICT Subject Leader
Mr S Wade	ICT Teacher
Mr M Brook	ICT Teacher
Mr L Hillard	ICT Teacher

Topic Overviews 2021-22:

Year 5
<ul style="list-style-type: none">● Graphics - Microsoft Paint● Spreadsheets – Microsoft Excel● Control – Flowol● Coding – Logo

HISTORY (Subject Leader: Mrs J French)

Vision / Intent:

History is an exciting and dynamic subject that aims to bring the subject alive and foster in children a love for learning about the past. Plans are already in place to introduce annual external visits to reinforce class based learning in a fun and interactive way. Future plans are to establish a History club where pupils can be involved in drama re-enactments of the past as well as giving pupils the opportunity to investigate aspects of History in which they take a personal interest.

Approach / Philosophy / Implementation:

Pupils receive one hour lesson a week in each year and follow National Curriculum guidelines for history. Whilst the programmes of study are content—based and predominantly chronological, opportunities have been made for pupils to engage in independent learning and to partake in “fun” activities to bring the subject to life. These include re-enactment of battles, role-plays, hot-seating, competitions, card-sort activities and more.

Pupil involvement in lessons is very important and lessons have paired, group and whole-class discussions and debates built in to try to engage pupils and encourage them to take an active role in their own learning.

Department Members

Mrs J French	History Subject Leader
Mr S Wade	History Teacher
Ms E Stephens	History Teacher
Miss J Scott	History Teacher
Mr D Armitage	History Teacher
Mrs M Milton	History Teacher

Topic Overview 2021 - 2022

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Title of Unit: Local History pre 1066 to present: The History of Cranfield</p> <p>Length of Unit: 12 weeks</p> <p>Main Focus: To introduce key historical skills such as causation, chronology and use of sources within a study of local history</p> <p>Assessment Focus: Which event in Cranfield's history has had the most impact/ is the most important?</p>	<p>Title of Unit: Ancient Greece: Greek Life, Achievements and Influence on the Western World</p> <p>Length of Unit: 12 weeks</p> <p>Main Focus: To learn about the Ancient Greek culture and way of life and recognise how it has influenced us today</p> <p>Assessment Focus: How useful and how reliable is historical evidence that tells us about Sparta and Athens?</p>	<p>Title of Unit: Roman Empire and its Effect on Britain</p> <p>Length of Unit: 12 weeks</p> <p>Main Focus: To understand what caused the rise and fall of the Roman Empire and recognise how it has influenced us today</p> <p>Assessment Focus One: Why were the Romans so successful?</p> <p>Assessment Focus Two: Which is the most important reason for the fall of Rome?</p>

USEFUL WEBSITES

<http://www.historyforkids.net/>

<http://www.bbc.co.uk/history/forkids/>

https://www.ducksters.com/history/ancient_egypt.php

<http://www.primaryhomeworkhelp.co.uk/history/index.html>

GEOGRAPHY (Subject Leader: Miss L Jones)

Vision / Intent:

Geography is an exciting and engaging subject which aims to help students gain a better understanding of the world around them. Students will explore a wide range of topics and will look at both human and physical geography. We aim to inspire students to be more inquisitive about the world around them and to encourage them to make a positive change for the future.



Approach / Philosophy / Implementation:

All pupils will receive a one hour lesson each week and follow the National Curriculum guidelines for Geography. The Geography course reflects the new GCSE syllabus and will teach students the knowledge along with the skills that they will need to reach their full potential at GCSE. In lessons a range of teaching strategies are used to help students develop their knowledge and understanding, these include paired work, enquiry-based learning, hot-seating, dilemma-based learning along with individual, paired, group and whole class activities.

Department Members

Miss L Jones Geography Subject Leader
Mrs A Jeavons Geography Teacher
Mrs S Craffy Geography Teacher

Topic Overviews 2021-22:

Year 5

- Autumn Term – Map Skills
- Spring Term – China
- Summer Term – Extreme Environment

FRENCH (Subject Leader: Mr S Johnson)

Vision / Intent:

The French department endeavours to make learning languages both fun and meaningful, providing students with many opportunities for collaboration and independent work in each lesson. We love to use songs and games, as well as challenges, within the classroom. We consider ourselves to be a dynamic and enthusiastic department which will inspire children to pursue the study of Modern Foreign Languages, and to explore the Franco sphere.



Approach / Philosophy / Implementation:

We believe that becoming confident with a language is a springboard to creativity both in and out the classroom. We consistently emphasise that it is okay to make mistakes, so that students may learn as they decide how to move on from these errors. This open environment allows students to grow in confidence and not to feel intimidated in speaking out in front of the class. We strongly encourage the 'performance' element of using the language by establishing some strong cross-curricular links. Students are encouraged to learn grammar and vocabulary through the medium of popular music, and to practice role-plays in French through the medium of Drama.

Providing opportunities to promote intercultural understanding is also a vital element of language learning. We are therefore committed to ensuring that our curriculum and our teaching spaces contain elements of cultural reference to not only France, but the wider Francophone world. In addition to our course text books, we have a wide range of resources such as original French-language films, video clips and target-language websites. We also plan educational visits to places such as The Europa Centre, the British Film Institute and, of course, France.

Department Members

Mr S Johnson French Subject Leader
Mrs H Shirvington French / General Subjects Teacher

Topic Overview 2021-22:

Year 5
<ul style="list-style-type: none">● Classroom instructions● Equipment● The alphabet● Masculine and feminine nouns● Numbers 1-31● Days of the week● Countries and nationalities● Dates and birthdays● Descriptions of people and personal items● The Francophone world● Personality adjectives

DESIGN TECHNOLOGY (Subject Leader: Mr P Salamon)

Vision / Intent:

To provide a fun, stimulating, inspiring and enthusiastic environment for pupils to thrive in.

To ensure your child reaches their full Technology potential: to stimulate originality and enterprise, develop practical capability in designing and making and encourage the adaptability needed to cope with a rapidly changing society.

We aim to equip pupils with the creativity, practical skills, enthusiasm and determination to realise their ideas.

We want to prepare them to be the designers of our future.

Approach / Philosophy / Implementation:

The pupils undertake 'real' design problems and skill projects using a range of materials including card, electronics, fabric, food, metal, plastic and wood. The individual problems set are generally relevant to your child's experience, e.g. items for the home.

Pupils are taught to develop their design and technological capability through combining their 'designing' and 'making skills' with 'knowledge and understanding' in order to complete a product.

Through engaging, stimulating lessons pupils will:

- Develop their creativity
- Develop their practical skills and application of them.
- Develop greater problem solving skills.
- Develop resilience and a positive mindset to enable pupils to overcome obstacles to ensure they complete all work.
- Take a real pride in their work and produce work to the best of their ability.

Department Members

Mr P Salamon DT Subject Leader
Miss A Selby DT Teacher
Mrs N Manning Art/DT/Display technician

Topic Overview 2021-22:

Year 5

Acrylic key fobs

Main Focus: To introduce the workshop, health and safety and how to use hand tools and simple machines. To develop cutting drilling and finishing skills in wood and acrylic.

Assessment Focus: Accurate cutting of their product, finish of their product.

Fabric bookmarks

Main Focus: To explore design and patterns. To design, cut out and hand sew materials.

Assessment Focus: Design ideas, accurate cutting and hand sewing

Laser cut jigsaws and packaging

Main Focus: To learn the basic skill on 2D tools and how to cut using the laser cutter.

Develop an understanding of packaging and design their own for their product.

Assessment Focus: Able to programme the laser cutter and design effective packaging.

Food preparation and skills

Main Focus: To introduce the food room. To learn the basic hygiene, basic knife skills, be able to weigh and measure out ingredients. Design and make bread and smoothies.

Assessment Focus: Safe and accurate cutting skills. Design and quality of their end products

ART & DESIGN (Subject Leader: Miss S Warren)



Vision / Intent:

To provide our pupils with an inspiring, exciting and rewarding art education, building an understanding and appreciation for art, craft and design (and their associated skills) as well as enriching pupil's lives with a sense of wonder and creativity.

'The purpose of art is washing the dust of daily life off our souls.'

Pablo Picasso

Approach / Philosophy / Implementation:

The department will offer an environment and working ethos where pupils will be able to:

- Develop creativity and imagination through visual, tactile and sensory experiences
- Explore, experiment and develop a positive growth mindset
- Produce expressive and creative responses that communicate their ideas, feelings and meaning

- Develop knowledge of a variety of approaches, techniques and materials will ultimately enhance their own practice
- Explore ideas and meanings in the work of artists, craftspeople, architects and designers
- Learn about the diverse roles and functions of art, craft and design and in the contemporary world and in different times and cultures
- Work in a calm, caring, stimulating and inspiring environment where individual needs of pupils are addressed
- Develop pride in their work and exhibit work regularly around the school

We hope our pupils leave Holywell with the sense that Art-making and appreciation is a source both of meaning and pleasure.

‘Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.’

Scott Adams

Department Members

Miss S Warren Art Subject Leader
Mrs M Milton Art and English Teacher

Topic Overview 2021-22:

Year 5

Key Skills Project – Observational drawing and painting

Main focus: To learn about, to explore and learn how to use colour, texture, value, shape, line, form and space in painting and drawing

Henri Matisse Project- Cut Outs – Painting and collage

Main focus: To create a cut out inspired by Matisse with an effective composition

Our Ocean Project– Sculpture, observational drawing, printmaking and painting

Main focus: To explore and develop skill set, sketching, painting and printing (shells and water) and design and make a fish sculpture from clay

‘Art is the only way to run away without leaving home.’

Twyla Tharp



RELIGIOUS EDUCATION (Subject Leader: Mrs J French)



Vision / Intent:

RE is a vital part of the Holywell Middle school curriculum with cross-curricular links to not only the other Humanities subjects but also to English, Art, Music and Drama. As a values school, we place great emphasis on the development of mutual respect and have created a school that is both welcoming and caring towards everyone who joins us. These values are embodied within the RE curriculum as we seek to explore further pupils' understanding of and respect for other cultures and religions, while still retaining Christianity as the underlying belief system of the school community.

Pupils are encouraged not only to learn about aspects of religion, belief and worship, but also to identify, cross-examine and refine their own beliefs in the light of their learning. All this takes place within a safe and caring environment in which pupils can explore their thoughts and feelings with growing confidence, encouraged by both their peers and teachers.

Approach / Philosophy / Implementation:

RE is taught for one hour a week. A variety of teaching methods are used that are tailored to different learning styles. These include comprehension, roleplay, hot-seating, sorting activities, metacognition and experiential learning. The aim is to spend at least one active lesson where students take ownership of their learning using some of the techniques outlined above. The following lesson will often involve a written task that assesses this learning. The combination of active learning and extended writing is proving to be very effective. Pupils engage well with lessons and are keen to show off their learning

Department Members

Mrs J French	RE Subject Leader
Miss S Hammond	RE Teacher
Mr M Brook	RE Teacher
Mr L Hillard	RE Teacher
Miss Martin	RE Teacher

Topic Overview 2021-22:

Year 5

- Autumn Term – Judaism - the main stories of the Torah, the Sabbath practices and they synagogue as a place of worship
- Spring Term – The Life of Jesus - stories about Jesus' birth, early childhood and baptism that symbolise that he was the son of God as well as a brief look at his teachings and the way he treated sinners
- Summer Term – Worship - students learn about the functions and features of a church, the importance of prayer and the reasons for pilgrimage

MUSIC (Subject Leader: Mrs M Purves)



Vision / Intent:

“...every child has the natural ability and desire to assimilate musical ideas and comprehend their combinations into musical forms.”

Leonard Bernstein

Our aim is to deliver a range of high-quality musical experiences for all as part of a wider curriculum that helps children to achieve their potential.

Approach / Philosophy / Implementation:

All children at Holywell have the opportunity to sing, perform, compose, and listen and respond to music within their weekly Music lesson. In addition, the Music curriculum at Holywell strives to embody the following approaches:

- Sound before symbol: notation is a key skill for musicians but knowledge of standard musical notation – and the available alternatives – should be developed alongside practical music-making opportunities.
- Child-led music making: we start with each pupil’s musical background, interests and aspirations. We work to ensure that our music lessons offer genuine opportunities for all pupils to develop their individual creative voices.
- Experiences which enhance cultural capital: close familiarity with a diverse styles of music helps pupils understand the cultural context of the society in which we live. It also enhances empathy and understanding with people from all over the world.
- Equal opportunities for all to engage with music making: We strive to ensure that all pupils have equal opportunities to experience, enjoy and engage with music in all its forms.
- Stylistic diversity: we believe in the inherent value of all styles of music, from all historical periods, and from all the world’s cultures. We aspire to introduce pupils to as many of these as we can whilst they are with us at Holywell.

Department Members

Mrs M Purves	Music Subject Leader
Mrs P Gough	Music Teacher
Miss D Saunders	Music Teacher

Topic Overview 2021-22:

Singing is embedded into each of the modules in Year 5. Students learn to sing in unison and in parts (rounds)

Autumn	<p>Title of unit: <i>What is Music?</i></p> <p>Length in weeks: 12</p> <p>Main focus: The unit covers an introduction to different instrumental groups, performing using graphic notation, and a group composition in response to a given stimulus. Listening and responding to a variety of different musical styles using appropriate subject vocabulary, including a focus on instruments of the orchestra.</p> <p>Assessment focus: a group performance using graphic notation (<i>Stars</i>), a group composition (<i>Fireworks</i>) and a summative listening task.</p>	
Spring	<p>Title of unit: <i>Finding and playing the right notes</i></p> <p>Length in weeks: 6</p> <p>Main focus: Beginning to learn the 'geography' of the keyboard and basic stave notation. Listening and responding to appropriate repertoire.</p> <p>Assessment focus: Performing melodies and rhythms individually and as part of a small group (<i>Battle Music</i>). Formative assessment of ongoing listening work.</p>	<p>Title of unit: <i>Introduction to Samba 'The one where we learn to play and move'</i></p> <p>Length in weeks: 6</p> <p>Main focus: Beginning to learn to play Samba patterns as part of an ensemble using Remo Sound Shapes, developing aural and instrumental skills. Listening and responding to appropriate repertoire.</p> <p>Assessment focus: Final ensemble performance, short composition exercises incorporating key elements of Samba.</p>
Summer	<p>Title of unit: <i>Composing a piece for an audience.</i></p> <p>Length in weeks: 12</p> <p>Main focus: Group composition work to develop pieces in response to a given stimulus (for example, <i>BBC 10 Pieces 'Earth'</i> task). Listening and responding to associated appropriate pieces. Notating work. Developing instrumental technique. Performance skills. Evaluating ideas and developing these within structures.</p> <p>Assessment focus: Final composition, performance of pieces, written evaluation of final outcome, summative listening task.</p>	

P.E. (Subject Leader: Mr M Eames)

Vision / Intent:

The Holywell PE Department aims to help students become the best possible version of themselves. By participating in Physical Education before, during and after school, students can gain a huge range of health, social, emotional and intellectual benefits therefore any form of physical activity is an essential dimension in students' broad scope of development during their schooling years. We encourage students to work hard, play fair and respect each other. It is important that students are given numerous and varied opportunities to engage in a range of enjoyable physical activities, so that they will be more likely to continue being physically active and leading a healthy lifestyle, throughout the rest of their lives.



Approach / Philosophy / Implementation:

To provide students with the best possible physical education experiences regardless of age, race, gender or ability in order to encourage and maintain a healthy lifestyle.

- To acquire and develop skills and increase competence and confidence in a range of physical activities.
- To learn how to select and apply skills, strategies and ideas to suit activities that need different approaches and ways of thinking.
- To provide a supportive environment for enjoyable participation in a wide variety of physical activities.
- To provide the safest possible environment for all participants, both students and staff.
- To provide for the allocation of appropriate resources and facilities.
- To allow all students to access the curriculum, regardless of ability.
- To provide more able students with the opportunities to further develop their potential.
- To encourage participation in community-based clubs.
- To encourage participation of the whole school community in supporting physical activity experiences.



Department Members

Mr M Eames	Subject Leader PE
Ms E Stephens	PE Teacher
Mrs S McEwen	PE Teacher
Mr S Wade	PE Teacher
Miss E Martin	PE Teacher
Miss M Kotur	PE Technician

Topic Overview 2021-22:

Year 5

Autumn Term

Main Focus: Skill acquisition. Understanding of basic rules/laws. Peer/self/group observational assessment

Assessment Focus: Formal assessment lesson at the end of each unit of work.

Spring Term

Main Focus: Skill acquisition, problem-solving, promoting a healthy lifestyle, tactics and strategies.

Assessment Focus: Formal assessment lesson at the end of each unit of work.
Summer Term

Main Focus: Skill acquisition. Introduction to formalised coaching.

Assessment Focus: Formal assessment lesson at the end of each unit of work.
Athletics will involve ongoing practical assessment during each lesson, depending on each discipline.

CITIZENSHIP AND PSHE (Subject Leader: Mrs P Gough)

Vision / Intent:

We aim to develop students into well-rounded, caring and aspirational people who know and understand their rights and responsibilities in their local, national and global communities.



Approach / Philosophy / Implementation:

PSHE is taught for one lesson per week. The curriculum is divided into three main areas of study: Relationships, Living in the Wider World and Healthy Living. The Holywell values and restorative practices are embedded in the curriculum and teaching methods. Teachers create a safe and caring environment in which pupils can explore their thoughts and feelings with growing confidence, encouraged by both their peers and teachers.

Widening Opportunity day - April 28th 2022

In addition to the weekly PSHE sessions all pupils will participate in our PSHE enrichment day. Year 5 theme is safety, including fire safety, bike safety and first aid.

Year 6 theme is mental well-being and stress management.

Year 7 theme is celebrating diversity and values through sports and the arts.

Year 8 theme is careers.

Department Members

Mrs P Gough	PSHE Subject Leader
Miss J Scott	PSHE Teacher
Miss E Martin	PSHE Teacher
Mrs J French	PSHE Teacher
Ms E Stephens	PSHE Teacher
Mrs S Craffy	PSHE Teacher

Topic Overview 2021-2022:

Year 5

Autumn -New Beginnings and Healthy Relationships

- establishing community time and restorative practices
- creating ground rules for PSHE lessons
- rights and responsibilities
- gifts and talents
- firework safety
- children and the law
- relationships
- friends and family
- communication skills
- expressing and managing feelings

- bullying

Spring – Physical Health and Mental Wellbeing, Changes and Keeping Healthy

- Physical health and fitness
- Healthy Eating
- Dental and personal hygiene
- Changing bodies
- staying safe in the sun
- mental wellbeing

Summer – Living in the wider world: Careers and economic well being

- introduction to careers
- stereotypes
- preparing for the future
- transferable skills
- managing money - year 5 enterprise event

SEND (Special Educational Needs Department) (SENDCo: Mrs J Davies)

The staff of Holywell Church of England School and the department are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs or disabilities, have a common entitlement to a broad and balanced academic and social curriculum. This curriculum should be accessible and all students should be fully included in all aspects of school life.

We believe that:

- All children are entitled to relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it;
- Pupils who have special educational needs or disabilities should be supported wherever necessary to achieve full access to the whole school curriculum. This will be facilitated through a range of access technologies including skilled staff, specialist equipment and resources;
- Pupils should have individual programmes created for them to ensure that appropriate support, resources and opportunities are available to them.

Department Members:

Mrs J Davies	Assistant Headteacher and SENDCo
Mrs C Brightman	Assistant SENDCo
Miss Sophie Hammond	Teaching Assistant
Miss Jaimee Hay	Teaching Assistant
Miss Maia Kotur	PE Technician
Miss Emma Lau	Teaching Assistant
Mr James Loose	Teaching Assistant
Mr Julian Meek	Teaching Assistant
Mrs Claire Morison	Teaching Assistant
Mrs Karen Playle	Teaching Assistant
Mrs Tracey Richardson	Teaching Assistant

Miss Hannah Muskett EAL Co-Ordinator and Teaching Assistant
Mrs Shelley Sillett Teaching Assistant
Mr Tim Wyatt Teaching Assistant

Through successful implementation of this vision, the school aims to:

- eliminate discrimination;
- promote equal opportunities;
- foster good relationships between pupils with SEND and pupils without SEND.

The department will work within the following principles:

- the involvement of children, parents/carers and young people in decision-making;
- the identification of children's and young people's needs;
- collaboration between education, health and social care services to provide support;
- high quality provision to meet the needs of children and young people with SEND;
- greater choice and control for young people and parents/carers over their support.

Within the framework of the school's curriculum, the department is committed to ensure that pupils are offered work appropriate to their abilities, interests and learning styles. Progress of all SEND children is continually assessed and monitored by all staff; this then helps teachers to review planning, outcomes and differentiation within their subject areas.



Thank you for taking the time to read this overview, which provides an insight into the main topics that constitute the Year 5 curriculum.

Please continue to support the school and your child with their homework tasks and encourage them to read as much as possible at home. We recommend thirty minutes of reading a day which will be a real benefit in improving reading comprehension and vocabulary. Should you be unsure of appropriate books, then our KS2 100 book challenge has some great books that we recommend for Years 5 and 6.

We know that the transition into Year 5 is a big step up from Lower School, particularly in terms of the level of independence that we expect from pupils. We put in place lots of steps to ensure that this step is as seamless as possible for the pupils but we acknowledge that for some it takes a little longer to get used to the routines of Middle School. Should you have any concerns or queries then, in the first instance, please contact your child's form tutor.

We hope that this booklet will aid you to support and help your child during their time in Year 5.