Helping your Child at home

Year 5 Al Ameen Primary School



In the name of Allah, The Beneficent, The Merciful

Our vision is to develop confident well-mannered children who use their full potential and achieve their best. Children at our school will acquire the skills and knowledge required for them to live in modern Britain. Subsequently, they will become courteous, law abiding, proud and active citizens of a harmonious multi cultured society, drawing guidance from the Quran and the life of the Prophet (peace be upon him).

Assalamu Alaikum wa Rahmatullah

Thank you for taking time out to look through this guide for parents. This guide includes a wealth of information and we have put this together with the aim of keeping you informed of what we are teaching your children in school and how you can further support their learning at home.

Please note that we hold regular parent workshops which are very useful and give you practical strategies for helping your child.

We hope this guide is useful. If there is something you're not sure about, please do not hesitate to speak to us.

The following are covered in this guide:

- Curriculum content As outlined in the government's Programmes of Study (core subjects)
- Curriculum content As outlined in the government's Programmes of Study (foundation subjects)
- Curriculum maps (these are maps of the topics we will be teaching throughout the year)
- Helping your child read (a guide for parents)
- Recommended reading list This is a list of age appropriate books we expect children to have read for each year group
- Helping your child with spelling (a guide for parents)
- Helping your child with writing (a guide for parents)
- Helping your child with maths (a guide for parents)
- Helping your child in the foundation subjects (a guide for parents)
- Knowledge organisers These are a snapshot of what children have learnt for that particular topic.
 Currently, we have these for Science and Humanities.
- o Staying healthy
- Tips for packed lunches
- Recommended websites
- School subscriptions This is a list of subscriptions we use to aid the children's learning

All curriculum booklets and additional content can be found on our website: www.alameen.bham.sch.uk

Curriculum Content - 18

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7 use a thesaurus	Ž	-	dictionary								
		7	use a thesaurus								

		Handwriting
	1	write legibly, fluently and with increasing speed by:
		• choosing which shape of a letter to use when given choices and deciding whether or not
		to join specific letters
		 choosing the writing implement that is best suited for a task.
		English
	Cł	hildren will be taught to:
	1	nlan their writing by:
	-	identifying the audience for and nurnose of the writing selecting the appropriate form
		and using other similar writing as models for their own
		 noting and developing initial ideas drawing on reading and research where necessary
		 in writing narratives, considering how authors have developed characters and settings in
		what nunlis have read listened to or seen performed
	2	draft and write by
U O	2	 selecting appropriate grammar and vocabulary, understanding how such choices can
i.		change and enhance meaning
So		\circ in paratives, describing settings, characters and atmosphere and integrating dialogue to
Ē		convey character and advance the action
8		\circ précising longer passages
ī		\circ using a wide range of devices to build cohesion within and across paragraphs
b		 using a triad range of actives to bailly concernent and actives paragraphic using further organisational and presentational devices to structure text and to quide
Ë		the reader [for example, headings, bullet points, underlining]
۷ri	3	evaluate and edit by:
>		 assessing the effectiveness of their own and others' writing
		• proposing changes to vocabulary, grammar and punctuation to enhance effects and
		clarify meaning
		 ensuring the consistent and correct use of tense throughout a piece of writing
		 ensuring correct subject and verb agreement when using singular and plural,
		distinguishing between the language of speech and writing and choosing the
		appropriate register
	4	proof-read for spelling and punctuation errors
	5	perform their own compositions, using appropriate intonation, volume, and movement so that
		meaning is clear
	Cł	hildren will be taught to:
	1	develop their understanding of the concepts set out in English Appendix 2 by:
		 recognising vocabulary and structures that are appropriate for formal speech and
		writing, including subjunctive forms
		 using passive verbs to affect the presentation of information in a sentence
		 using the perfect form of verbs to mark relationships of time and cause
×		 using expanded noun phrases to convey complicated information concisely using model works or advanta to indicate degrees of possibility
С С		 using modal verbs or adverbs to indicate degrees of possibility using relative elevere beginning with who which where where where where that en with an
>		 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. emitted) relative propeup
о П		Implied (i.e. officied) feative pronoun
Ē	2	indicate grammatical and other features by:
Ţ.	2	using commas to clarify meaning or avoid ambiguity in writing
>		\sim using byphens to avoid ambiguity
		 using tryphene to avoid amongaity using brackets, dashes or commas to indicate parenthesis
		 using semi-colons, colons or dashes to mark boundaries between independent clauses
		\sim using a color to introduce a list
		 punctuating bullet points consistently
	3	use and understand the grammatical terminology in English Appendix 2 accurately and
		appropriately in discussing their writing and reading.

VGP = Vocabulary, Punctuation and Grammar

English - Appendix 2: Vocabulary, grammar and punctuation										
Year 5: Detail of content to be introduced										
Word	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –									
	ify]									
	Verb prefixes [for example, dis-, de-, mis-, over- and re-]									
Sentence	Sentence Relative clauses beginning with who, which, where, when, whose, that, or an omitte									
	relat	tive pronoun								
	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal									
	verbs [for example, might, should, will, must]									
Text	Dev	ices to build cohesio	n within a paragraph	[for example, then, af	ter that, this, firstly]					
	Link	ing ideas across parag	graphs using adverbi	als of time [for exam	ple, later], place					
	[for	example, nearby] and	number [for example	e, secondly] or tense	choices [for					
	exar	nple, he had seen her	before							
Punctuation	Brac	kets, dashes or comn	has to indicate parent	hesis						
T	Use	of commas to clarify	meaning or avoid amb	biguity						
	mod	lai verb, relative pron	bun							
for pupils	relat	live clause Inthosis, bracket, dael	.							
	pare	cion ambiguity	1							
	CON		Sev E and C Mord L							
accommodat				St	stomach					
accommoda	.e		frequently	opportunity	Stomach					
accompany		controversy	rrequently	parliament	suncient					
according		convenience	government	persuade	suggest					
achieve			guarantee	priysical	Symbol					
aggressive		ise)	narass	prejudice	system					
amateur		curiosity	hindrance	privilege	temperature					
ancient		definite	identity	profession	thorough					
apparent		desperate	immediate(ly)	programme	twelfth					
appreciate		determined	individual	pronunciation	variety					
attached		develop	interfere	queue	vegetable					
available		dictionary	interrupt	recognise	vehicle					
average		disastrous	language	recommend	yacht					
awkward		embarrass	leisure	relevant						
bargain		environment	lightning	restaurant						
bruise		equip (–ped, –	marvellous	rhyme						
		ment)								
category		especially	mischievous	rhythm						
cemetery		exaggerate	muscle	sacrifice						
committee		excellent	necessary	secretary						
communicat	e	existence	neighbour	shoulder						
community		explanation	nuisance	signature						
competition	۱	familiar	оссиру	sincere(ly)						
conscience*	k	foreign	occur	soldier						

Mathematics The main focus of maths teaching in upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems using both written and mental methods of calculation. With this grounding in arithmetic, pupils will learn the language of algebra as a means for solving a variety of problems. In geometry, your child will learn to classify shapes with complex properties and will learn the vocabulary they need to describe them. Children will be taught to: read, write, order and compare numbers to at least 1 000 000 and determine the value of each **Number & Place** 1 digit 2 count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Value 3 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero 4 round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 5 solve number problems and practical problems that involve all of the above 6 read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Children will be taught to: add and subtract whole numbers with more than 4 digits, including using formal written 1 Subtraction Addition & methods (columnar addition and subtraction) 2 add and subtract numbers mentally with increasingly large numbers 3 use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy 4 solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Children will be taught to: identify multiples and factors, including finding all factor pairs of a number, and common 1 factors of two numbers 2 know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers **Multiplication & Division** 3 establish whether a number up to 100 is prime and recall prime numbers up to 19 4 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers 5 multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short 6 division and interpret remainders appropriately for the context 7 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 8 recognise and use square numbers and cube numbers, and the notation for squared (2) & cubed (3)solve problems involving multiplication and division including using their knowledge of factors 9 and multiples, squares and cubes 10 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and 11 problems involving simple rates.

	Chi	Children will be taught to:								
	1	compare and order fractions whose denominators are all multiples of the same number								
	2	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths								
	3	recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number								
als)	4	add and subtract fractions with the same denominator and denominators that are multiples of the same number								
ecim	5	multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams								
ncd	6	read and write decimal numbers as fractions								
i) su	7	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents								
actio	8	round decimals with two decimal places to the nearest whole number and to one decimal place								
Fra	9	read, write, order and compare numbers with up to three decimal places								
	10	solve problems involving number up to three decimal places								
	11	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								
	12	solve problems which require knowing percentage and decimal equivalents of half, quarter, 1 fifth, 2 fifths, 4 fifths and those fractions with a denominator of a multiple of 10 or 25.								
	Chi	ldren will be taught to:								
	1	convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre; gram and kilogram; litre and millilitre)								
ŧ	2	understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints								
Je	3	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres								
easuren	4	calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes								
ž	5	estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]								
	6	solve problems involving converting between units of time								
	7	use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.								
	Pro	perties of shapes								
	Chi	ldren will be taught to:								
	1	identify 3-D shapes, including cubes and other cuboids, from 2-D representations								
	2	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles								
	3	draw given angles, and measure them in degrees (o)								
	4	identify:								
Ę.		a angles at a point and one whole turn (total 360o)								
me		b angles at a point on a straight line and half a turn (total 1800)								
8	_	c other multiples of 900								
G	5	use the properties of rectangles to deduce related facts and find missing lengths and angles								
	6	distinguish between regular and irregular polygons based on reasoning about equal sides and angles.								
	Pos	ition and direction								
	Chi	Idren will be taught to:								
	1	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.								
Ŋ	1	solve comparison, sum and difference problems using information presented in a line graph								
sti	2	complete, read and interpret information in tables, including timetables.								
Statis										

	Science							
Du	During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes							
and	and skills through the teaching of the programme of study content:							
	 planning different types of scientific enquiries to answer questions, including recognising and 							
	controlling variables where necessary							
	 taking measurements, using a range of scientific equipment, with increasing accuracy and 							
	precision, taking repeat readings when appropriate							
	 recording data and results of increasing complexity using scientific diagrams and labels, 							
	classification keys, tables, scatter graphs, bar and line graphs							
	 using test results to make predictions to set up further comparative and fair tests 							
	 reporting and presenting findings from enquiries, including conclusions, causal relationships and 							
	explanations of and degree of trust in results, in oral and written forms such as displays and							
	other presentations							
	 Identifying scientific evidence that has been used to support of refute ideas of arguments. 							
Ch	Living things & their habitats							
	noren will be taugnt to:							
2	describe the differences in the life cycles of a manimal, an amphibian, an insect and a bird							
Z	describe the life process of reproduction in some plants and animals.							
Ch	Animais Inc numans							
	Indren will be laught to: describe the changes as humans develop to old age							
1	Dreportion and changes of materials							
Ch	ildron will be taught to:							
	noren will be laught to:							
T	bardness, solubility, transparency, conductivity (electrical and thermal), and response to magnete							
2	hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets							
2	substance from a solution							
3	use knowledge of solids, liquids and gases to decide how mixtures might be separated, including							
	through filtering, sieving and evaporating							
4	give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic							
5	demonstrate that dissolving, mixing and changes of state are reversible changes							
6	explain that some changes result in the formation of new materials, and that this kind of change is							
	not usually reversible, including changes associated with burning and the action of acid on							
	bicarbonate of soda.							
	Earth and space							
Ch	ildren will be taught to:							
1	describe the movement of the Earth, and other planets, relative to the Sun in the solar system							
2	describe the movement of the Moon relative to the Earth							
3	describe the Sun, Earth and Moon as approximately spherical bodies							
4	use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun							
	across the sky.							
	Forces							
Ch	ildren will be taught to:							
	explain that unsupported objects fail towards the Earth because of the force of gravity acting							
	between the Earth and the failing object							
2	Identity the effects of air resistance, water resistance and friction, that act between moving surfaces							
3	recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a							
	greater enect.							

History at Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content

Children will be taught about: changes in Britain from the Stone Age to the Iron Age 1 2 the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots 3 4 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 5 a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 6 1066 the achievements of the earliest civilizations - an overview of where and when the first civilizations 7 appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world 8 9 a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

	Geography at Key Stage 2							
Pup	pils should extend their knowledge and understanding beyond the local area to include the United							
ran	range of the world's most significant human and physical features. They should develop their use of							
	apparantical knowledge, understanding and skills to enhance their locational and place knowledge							
Ch	ildren will be taught to:							
	cational Knowledge							
1	locate the world's countries, using maps to focus on Europe (including the location of Russia) and							
-	North and South America, concentrating on their environmental regions, key physical and human							
	characteristics, countries, and major cities							
2	name and locate counties and cities of the United Kingdom, geographical regions and their							
	identifying human and physical characteristics, key topographical features (including hills,							
	mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects							
	have changed over time							
3	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern							
	Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich							
	Meridian and time zones (including day and night)							
Pla	ice knowledge							
1	understand geographical similarities and differences through the study of human and physical							
	geography of a region of the United Kingdom, a region in a European country, and a region within							
	North or South America							
Hu	man and physical geography							
1	describe and understand key aspects of:							
	a physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,							
	volcanoes and earthquakes, and the water cycle							
	b human geography, including: types of settlement and land use, economic activity including trade							
A -	links, and the distribution of natural resources including energy, food, minerals and water							
Ge	ographical skills and fieldwork							
T	use maps, atlases, globes and digital/computer mapping to locate countries and describe reatures							
2								
2	use the eight points of a compass, four and six-figure grid references, symbols and key (including							
	the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider							
<u> </u>	WORID							
3	use fieldwork to observe, measure, record and present the numan and physical features in the local							
	area using a range of methods, including sketch maps, plans and graphs, and digital technologies.							

PE at Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Children will be taught about:						
use running, jumping, throwing and catching in isolation and in combination						
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending						
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]						
perform dances using a range of movement patterns						
take part in outdoor and adventurous activity challenges both individually and within a team						
compare their performances with previous ones and demonstrate improvement to achieve their personal best.						

	Art at Key Stage 2						
Pup	Pupils should be taught to develop their techniques, including their control and their use of materials,						
wit	with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.						
Ch	Children will be taught:						
1	to create sketch books to record their observations and use them to review and revisit ideas						
2	to improve their mastery of art and design techniques, including drawing, painting and sculpture						
	with a range of materials [for example, pencil, charcoal, paint, clay]						
3	about great artists, architects and designers in history						

Computing at Key Stage 2

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Ch	ildren will be taught to:
1	design, write and debug programs that accomplish specific goals, including controlling or simulating
	physical systems; solve problems by decomposing them into smaller parts
2	use sequence, selection, and repetition in programs; work with variables and various forms of input
	and output
3	use logical reasoning to explain how some simple algorithms work and to detect and correct errors
	in algorithms and programs
4	understand computer networks including the internet; how they can provide multiple services, such
	as the world wide web; and the opportunities they offer for communication and collaboration
5	use search technologies effectively, appreciate how results are selected and ranked, and be
	discerning in evaluating digital content
6	select, use and combine a variety of software (including internet services) on a range of digital
	devices to design and create a range of programs, systems and content that accomplish given goals,
	including collecting, analysing, evaluating and presenting data and information
7	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;
	identify a range of ways to report concerns about content and contact

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Maths	Place value within 100000	Addition and subtraction Graphs and tables Multiplication and division Measure- area and perimeter	Multiplication and division Fractions	Decimals and percentages	Decimals Geometry- properties of shapes Geometry- position and direction	Measure- converting units Measure- volume and capacity	Place value within 10000000	Four operations Fractions Geometry- position and direction	Decimals Percentages	Algebra Measure- imperial and metric measures Measure- perimeter, area and volume Ratio and proportion	Geometry- properties of shapes	riourni Statistics
English	Vehicle text: Where once we stood Narrative: Exploration Narrative Recount: Formal report	Vehicle text: FArTHER Narrative: Setting narrative Recount: Letter	Vehicle text: The hound of the baskervilles Narrative: Cliff hanger Recount: Formal event	Vehicle text: The promise Narrative: Character narrative Instructions: Newspaper report	Vehicle text: The lost book of adventure Narrative: Survival narrative Explanation: Survival guide	Vehicle text: King Kong Narrative: Dilemma Discussions: Balanced Argument	Vehicle Text: Rose Blanche Recount: Diary Recount: Bravery speech award	Vehicle Text: A story like the wind Narrative: Flashback Narrative Recount: Newspaper report	Vehicle Text: The origin of the species Narrative: Discovery Narrative Explanation: Adaption	Vehicle Text: Wolves Recount: First person narrative Discussions: Balanced argument Information Text: Wolves Narrative: Suspense narrative	Vehicle Text: Shackleton's Journey Narrative: Endurance narrative Recount: Magazine article	Vehicle Text: Hansel and Gretel Narrative: Dual Narrative Persuasion: Letter
Islamic	5 Pillars: Charity	Etiquettes: Character development	W Religions: Different faiths & beliefs	Seerah: Final days	Prophets: Musa and Eesa	Campaigns	5 Pillars: Pilgrimage	Etiquettes: Character development	W Religions: Practicing religion in modern Britain	Seerah: The companions	Prophets and Messengers: Shamaail	Prophets and Messengers: Shamaail
PSHE	Right and wrong Rights, respect and responsibilities	Building a future: the world of work Building a future: money management	Democracy	Feelings and relationships	Life in Britain	Living in a global community	Right and wrong Rights, respect and responsibilities	Building a future: the world of work Building a future: money management	Democracy	Feelings and relationships	Life in Britain	Living in a global community
PE	Dance/ Movement: World War II	Gymnastics: Movement	Invasion Games	Striking and Fielding: Rounders	Athletics	Swimming	Gymnastics: Movement	Dance: Electricity	Striking and Fielding	Invasion Games	Athletics	Swimming
Computing	Internet Research	Scratch 3: Developing Games	Online Safety	3D Modelling	Using and Applying Skills	Radio Station	Animated Stories	Film Making	Online Safety	Spreadsheets	Kodu	Using and Applying Skills
Science	Earth & Space	Living things and their habitats	Properties and changes of materials	Forces	Animals including humans	Scientists and Inventors	Living Things and their Habitats	Electricity	Evolution and Inheritance	Light	Animals including humans	Scientists and Inventors
Art/ D & T	The Seaside	Widlife	North America Art	Marbulous Structures	Super Seasonal Cooking	Programming Adventures	Automata Animals	Felt Phone Cases	Global Food	South America Art	Plants and Flowers	Ancient Egypt
History/ Geography	World War II	Magnificent Mountains	Marvellous Maps	Stone Age to the Iron Age	Exploring Eastern Europe	Maya Civilisation	Our Changing World	Leisure & Entertainment	The Amazing Americas	Ancient Greece	Trading and Economic Activity	Early Islamic Civilisation
Term	la	ą	2a	2b	3a	Зb	Ia	đ	2a	2b	3a	Зb
Stage Year			Year 5		2 a	opet2 ya	Upper K	1	ır 6	59Y		

First Aid

Year 5 = Bleeding and Calling 999

Year 6 = Choking, Basic Life Support and Calling 999

I SPY

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture ofa...? How many ... can you see?

Make it Fun

Enjoy reading together. Give characters funny voicesand engagewith the pictures. Make a game out of finding words that rhyme or start with the same sound.

Create

Use reading to inspire drawings or new stories.

Ask Questions

Ask questions about the story as you read it, e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.

Go Online

Look online & in app stores for appropriate word & spelling games.

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Make Space

Have a special place or a certain time when you read together.

Read everything out loud

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...

anything that is close to hand!

All children will take two books home to read each week. One will be based on their book band as illustrated in this chart. The other will be a book they have chosen from the school library.

Children also take home reading logs and are expected to read every day for 10 - 15 minutes to a parent or older sibling. We request parents to make a note in their child's reading log after listening to them read.

Children will also have guided reading sessions as they progress through their grasp of phonics and will listen to their teacher read to them during storytime.

We have developed recommended reading lists for all children in our school and the list for year 5 is included below. Please work with your child and aim for them to complete reading all of the books in this list by the end of year 5.

Year group	Year group Age		Book Band	
Nurcom	Up to 4 years ald	1	Lilac	
Nursery	Op to 4 years old		Pink	
			Lilac	
		1+	Pink	
Reception / Primary 1	4–5 years old	2	Red	
		3	Yellow	
		4	Light blue	
Veen 1 / Drive erry 2		5	Green	
fear 1 / Primary 2	5-6 years old	6	Orange	
		7	Turquoise	
		8	Purple	
V D/D' D	6 77 11	9	Gold	
Year 2 / Primary 3	6-7 years old	10	White	
		11	Lime	
		12	Lime +	
		8		
			Provin	
		10	DIOWII	
Year 3 / Primary 4	7–8 years old	11		
		12		
		13	Crev	
		14	Gity	
Year 4 / Primary 5	8-9 years old	15		
		16	Dark blue	
Year 5 / Primary 6	9-10 years old	17		
	,, ,			
Vere C / Deine error 7	10.11	18	Dark red	
1ear 6 / Primary 7	10-11 years old	19		
		20		





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AMEEN PRIMARY SCHOOI

Help your child with Spelling

At Al Ameen, we use the Read Write Inc scheme to develop children's spelling skills.

Spelling Games to play at home

Encourage your child to 'have a go' at spelling a new word

Making a first attempt is good for confidence, and it can reinforce spelling patterns and help identify problem areas.

Make sure they remember to use their phonics as they try to spell a word

Encouraging children to break the word they want to spell into its individual sounds and then try to match those sounds to the letters of the alphabet is really important. The chances are these have been painstakingly taught at school in KS1, and for older children it's about making sure they keep this skill fresh.

Reminding children to segment 'catch' into its three sounds - 'c' 'a' 'tch' - sounds like such a basic way of supporting spelling, but practising it is so important.

Ask them to write down the words that they need to remember how to spell

The physical act of writing the words by hand helps to anchor the spelling in children's memories and encourages them to think about the letters that represent the sounds in the word. You just don't get the same benefits if children type the words into a PC or tablet.

Hidden words is a game that you can prepare yourself

Write the words on your child's spelling list, hidden in a series of letters. Now that they are hidden, ask your child to find them. For example:

sfhplayknc – play | qrubitpdh – bit | nvzbikejfa – bike

Your child could circle the hidden words with coloured pens. To raise the challenge, you could set a time limit on the game. For example, how many words can you find in one minute?

Making silly sentences can be great fun

Challenge your child to write a silly sentence, including as many of the words on their spelling list as possible. For example, your child may have to learn 'room, took, hoop, foot, book'. They could make up a silly sentence such as 'The boy took his book across the room but got his foot caught in a hoop'. Again they could draw illustrations to go with the sentences.

Remind them to read through their writing and check for spelling errors

They need to develop a feel for whether a word looks right. They could underline words they are not sure of and then you could both check with a dictionary.

'Over-pronunciation' is a great spelling strategy

So for 'Wednesday' encourage children to say 'Wed-nes-day' as they write. There are lots of words which feature sounds that aren't always pronounced clearly (such as words ending in -ed), so asking children to over-pronounce these when spelling can also be useful (for example, teaching children to say 'hopped' or 'skipped' instead of 'jumpt' can be a huge help).

Few resources are more motivating than a highlighter pen for primary-aged children

You can focus children's attention on the tricky bits in a word by asking them to highlight them. For example, show them that receive has 'ei' in the middle and ask them to write the word, and then highlight or underline this part to help them remember.



Help your child with Writing

Writing is a key skill that is used in all areas of the curriculum and the breadth of our curriculum ensures that pupils make links across all areas and subjects, writing a range of genres using subject-specific vocabulary to enhance their writing and engage their reader. Through cross-curricular writing, the skills taught in English lessons are transferred into other subjects, showing consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

Writing is taught in daily English lessons through units that are planned around high-quality texts. We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Through differentiated quality first teaching, all pupils receive the support they need in order to make good progress, to be confident and to be able to enjoy writing. Those working above age related expectations are given opportunities to extend their writing in a variety of ways, such as being given a choice of tasks in order to write effectively for a range of audiences and purposes, having a deeper understanding of the impact their writing has on the reader, selecting the appropriate form and drawing independently on what they have read as models for their own writing; showing greater control in their writing, exercising an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this; and to use the range of punctuation taught at Key Stage Two correctly and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Children are given adequate time to plan and edit their work. Teachers use high quality texts, full of rich vocabulary, to immerse the children in their learning and their writing builds on the knowledge that they have of the world around them. Teachers plan real life reasons for writing; tasks are meaningful and the children write for purpose, carefully considering the audience of and the purpose for their writing. Grammar is taught through the language used by the author in the class text. Class teachers model high quality writing, editing and proofreading, and use whole class writing to support all pupils. Teachers demonstrate the high expectations they have of all pupils. They recognise that good writing stems from reading and they place a high value on books and reading, regularly demonstrating the link between reading and writing. Children working above age-related expectations are able to draw independently on their own reading as a model for their writing.

Writing is celebrated throughout the school and we have whole-school writing events, including participation in school and nationwide competitions.

Help your child with Maths

The main focus of maths teaching in upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems using both written and mental methods of calculation. With this grounding in arithmetic, pupils will learn the language of algebra as a means for solving a variety of problems. In geometry, your child will learn to classify shapes with complex properties and will learn the vocabulary they need to describe them.

Year 5 Maths activity games

Line it up

- \circ $\;$ You need a ruler marked in centimetres and millimetres.
- $_{\odot}$ $\,$ Use the ruler to draw 10 different straight lines on a piece of paper.
- Ask your child to estimate the length of each line and write the estimate on the line.
- \circ $\,$ Now give them the ruler and ask them to measure each line to the nearest millimetre.
- \circ $\;$ Ask them to write the measurement next to the estimate, and work out the difference.
- A difference of 5 millimetres or less scores 10 points. A difference of 1 centimetre or less scores 5 points.
- \circ $\;$ How close to 100 points can he / she get?

Guess my number

- \circ Choose a number between 0 and 1 with one decimal place, e.g. 0.6.
- Challenge your child to ask you questions to guess your number. You may only answer 'Yes' or 'No'.
 For example, they could ask questions like 'Is it less than a half?'
- \circ $\,$ See if they can guess your number in fewer than 5 questions.
- Now let your child choose a mystery number for you to guess. Extend the game by choosing a number with one decimal place between 1 and 10, e.g. 3.6. You may need more questions!

Times tables

Ask your child a different times-table fact every day, e.g. What is 6 times 8? Can you use this to work out 12 x 8?

Target 1000

- Roll a dice 6 times.
- \circ $\;$ Use the six digits to make two three-digit numbers.
- Add the two numbers together.
- How close to 1000 can you get?

Finding areas and perimeters

- Perimeter = distance around the edge of a shape
- Area of a rectangle = length x breadth (width)
- Collect 5 or 6 used envelopes of different sizes.
- Ask your child to estimate the perimeter of each one to the nearest centimetre. Write the estimate on the back.
- $_{\odot}$ $\,$ Now measure. Write the estimate next to the measurement.
- How close did your child get?
- \circ $\;$ Now estimate then work out the area of each envelope.
- Were perimeters or areas easier to estimate? Why? You could do something similar using an old newspaper, e.g.
- \circ $\;$ Work out which page has the biggest area used for photographs.
- \circ $\,$ Choose a page and work out the total area of news stories or adverts on that page

KEY STAGE 2

In upper Key Stage 2, children build on secure foundations in calculation, and develop fluency, accuracy and flexibility in their approach to the four operations. They work with whole numbers and adapt their skills to work with decimals, and they continue to develop their ability to select appropriate, accurate and efficient operations.

Key language: decimal, column methods, exchange, partition, mental method, ten thousand, hundred thousand, million, factor, multiple, prime number, square number, cube number

Children build on their column methods to add and subtract numbers with up to seven digits, and they adapt the methods to calculate efficiently and effectively with decimals, ensuring understanding of place value at every stage. Children compare and contrast methods, and they select mental methods or jottings where appropriate and where these are more likely to be efficient or accurate when compared with formal column methods. Bar models are used to represent the calculations required to solve problems and may indicate where efficient methods can be chosen.	Building on their understanding, children develop methods to multiply up to 4-digit numbers by single-digit and 2-digit numbers. Children develop column methods with an understanding of place value, and they continue to use the key skill of unitising to multiply and divide by 10, 100 and 1,000. Written division methods are introduced and adapted for division by single-digit and 2- digit numbers and are understood alongside the area model and place value. In Year 6, children develop a secure understanding of how division is related to fractions. Multiplication and division of decimals are also introduced and refined in Year 6.	fractions of amounts, multiply a fraction by a whole number and by another fraction, divide a fraction by a whole number, and add and subtract fractions with different denominators. Children become more confident working with improper fractions and mixed numbers and can calculate with them. Understanding of decimals with up to 3 decimal places is built through place value and as fractions, and children calculate with decimals in the context of measure as well as in pure arithmetic. Children develop an understanding of percentages in relation to hundredths, and they understand how to work with common percentages: 50%, 25%, 10% and 1%.
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Year 5						
	Concrete	Pictorial	Abstract			
Year 5 Addition						
Column addition with whole numbers	Use place value equipment to represent additions. Add a row of counters onto the place value grid to show 15,735 + 4,012.	Represent additions, using place value equipment on a place value grid alongside written methods. $\frac{TTh}{0} + T + T + T + T + T + T + T + T + T + $	TTh Th H T O I 9 1 7 5 + 1 8 4 1 7 3 7 5 9 2 I I I I I I H 1 8 4 I 7 I 7 5 9 2 I I I I I I I I I I I I I I I I			
Representing additions		Bar models represent addition of two or more numbers in the context of problem solving. $\begin{array}{c} & & \\ \hline 1 \\ 1 \\$	Use approximation to check whether answers are reasonable. $\frac{TTh Th H T 0}{2 3 4 0 5} + \frac{7 8 9 2}{2 0 2 9 7} + \frac{7 8 9 2}{3 1 2 9 7}$			
Adding tenths	Link measure with addition of decimals. Two lengths of fencing are 0.6 m and 0.2 m. How long are they when added together?	Use a bar model with a number line to add tenths. $\begin{array}{c} 0.6 \text{ m} & 0.2 \text{ m} \\ \hline 0.6 \text{ m} & 0.1 \text{ m} & 0.1 \text{ m} & 0.1 \text{ m} & 0.1 \text{ m} \\ \hline 0.6 + 0.2 = 0.8 \\ 6 \text{ tenths} + 2 \text{ tenths} = 8 \\ \text{tenths} \end{array}$	Understand the link with adding fractions. $\frac{6}{10} + \frac{2}{10} = \frac{8}{10}$ $6 \text{ tenths} + 2 \text{ tenths} = 8$ tenths $0.6 + 0.2 = 0.8$			
Adding decimals using column addition	Use place value equipment to represent additions. Show 0.23 + 0.45 using place value counters.	Use place value equipment on a place value grid to represent additions. Represent exchange where necessary. $\underbrace{\begin{array}{c} 0 & -\text{Tth} \text{ Hth} \\ 0 & 0 & 2 \\ + & 0 & 3 & 3 \\ 1 & - & 2 & 5 \\ \hline \end{array}}_{t}$	Add using a column method, ensuring that children understand the link with place value. $\frac{0 \cdot \text{Tth Hth}}{0 \cdot 2 3}$ + $\frac{0 \cdot 4 5}{0 \cdot 6 8}$ Include exchange where required, alongside an			

		Include examples where the numbers of decimal places are different.	understanding of place value. $\frac{O \cdot Tth Hth}{0 \cdot 9 2}$ $\frac{+ 0 \cdot 3 3}{1 \cdot 2 5}$ Include additions where the numbers of decimal places are different. $3.4 + 0.65 = ?$ $\frac{O \cdot Tth Hth}{3 \cdot 4 0}$ $\frac{+ 0 \cdot 6 5}{-}$
Year 5 Subtraction			
Column subtraction with whole numbers	Use place value equipment to understand where exchanges are required. 2,250 – 1,070	Represent the stages of the calculation using place value equipment on a grid alongside the calculation, including exchanges where required. $15,735 - 2,582 = 13,153$ $\underbrace{\text{Th} \text{ Th} \text{ H} \text{ T} \text{ O}}_{1 \ 5 \ 7 \ 3 \ 5}$ Now subtract the 10s. Exchange I hundred for 10 tens. $\underbrace{\text{Th} \text{ Th} \text{ H} \text{ T} \text{ O}}_{1 \ 5 \ 7 \ 3 \ 5}$ $\underbrace{\text{Th} \text{ Th} \text{ H} \text{ T} \text{ O}}_{1 \ 5 \ 7 \ 3 \ 5}$ $\underbrace{\text{Th} \text{ Th} \text{ H} \text{ T} \text{ O}}_{1 \ 5 \ 7 \ 3 \ 5}$ $\underbrace{\text{Th} \text{ Th} \text{ H} \text{ T} \text{ O}}_{1 \ 5 \ 7 \ 3 \ 5}$ $\underbrace{\text{Th} \text{ Th} \text{ H} \text{ T} \text{ O}}_{1 \ 5 \ 7 \ 3 \ 5}$ $\underbrace{\text{Th} \text{ Th} \text{ H} \text{ T} \text{ O}}_{1 \ 5 \ 7 \ 3 \ 5}$ $\underbrace{\text{Th} \text{ Th} \text{ H} \text{ T} \text{ O}}_{1 \ 5 \ 7 \ 3 \ 5}$ $\underbrace{\text{Th} \text{ Th} \text{ H} \text{ T} \text{ O}}_{1 \ 5 \ 7 \ 3 \ 5}$ $\underbrace{\text{Th} \text{ Th} \text{ H} \text{ T} \text{ O}}_{1 \ 5 \ 7 \ 3 \ 5}$	Use column subtraction methods with exchange where required. $\frac{\text{TTh Th H T O}}{\frac{5g}{9} \frac{1}{2} 0 q 7}$ $-\frac{18534}{43563}$ $62,097 - 18,534 = 43,563$
Checking strategies and representing subtractions		Bar models represent subtractions in problem contexts, including 'find the difference'.	Children can explain the mistake made when the columns have not been ordered correctly. $ \begin{array}{c} \hline \\ \hline \\$
Choosing efficient methods			To subtract two large numbers that are close, children find the difference by counting on. 2,002 - 1,995 = ?

Subtracting decimals	Explore complements to a whole number by working in the context of length	Use a place value grid to represent the stages of column subtraction	Use addition to check subtractions. <i>I calculated 7,546 – 2,355</i> = 5,191. <i>I will check using the</i> <i>inverse.</i> Use column subtraction, with an understanding of place value, including
		including exchanges where required. 5.74 - 2.25 = 2	subtracting numbers with different numbers of decimal places.
	1 m – _ m = _ m 1 – 0·49 = ?	$\begin{array}{c c} \hline 0 & \hline 1 \\ \hline 0 & \hline 1 \\ \hline 0 & \hline 0 & \hline 0 \\ \hline 0 & \hline 0 & \hline 0 \\ \hline 0 & \hline 0 & \hline 0 \\ \hline 0 & \hline 0 & \hline 0 \\ \hline \end{array}$ Exchange I tenth for ID hundredths. $\begin{array}{c c} \hline 0 & \hline 1 \\ \hline 0 & \hline 1 \\ \hline 0 & \hline 0 & \hline 1 \\ \hline 0 & \hline 0 & \hline 0 \\ \hline \end{array}$ Now subtract the 5 hundredths. $\begin{array}{c c} \hline 0 & \hline 1 \\ \hline 0 & \hline 1 \\ \hline 0 & \hline 0 \\ \hline \end{array}$ Now subtract the 5 hundredths. $\begin{array}{c c} \hline 0 & \hline 1 \\ \hline 0 & \hline 1 \\ \hline 0 & \hline 0 \\ \hline \end{array}$ Now subtract the 5 hundredths. $\begin{array}{c c} \hline 0 & \hline 1 \\ \hline 0 & \hline 1 \\ \hline 0 & \hline \end{array}$ Now subtract the 2 tenths, then the 2 ones. $\begin{array}{c c} \hline 0 & \hline 1 \\ \hline 0 & \hline 1 \\ \hline 0 & \hline 0 & \hline 0 \\ \hline 0 & \hline 0 \\ \hline \end{array}$ Now subtract the 2 tenths, then the 2 ones. $\begin{array}{c c} \hline 0 & \hline 1 \\ \hline 0 & \hline 1 \\ \hline 0 & \hline 0 \\ \hline 0 & \hline 0 \\ \hline 0 \\ \hline \end{array}$ Now subtract the 2 tenths, then the 2 ones. $\begin{array}{c c} \hline 0 & \hline 1 \\ \hline 0 & \hline 1 \\ \hline 0 & \hline 0 \\ \hline 0 \\ \hline 0 \\ \hline 0 \\ \hline \end{array}$	$3 \cdot 921 - 3 \cdot 75 = ?$ $\begin{array}{r} 0 \cdot \text{ Tth } \text{ Hth } \text{Thth} \\ \hline 3 \cdot 9 2 1 \\ - 3 \cdot 7 5 0 \\ \hline & & \\ \hline & & \\ \end{array}$
Year 5 Multiplication			
Understandin g factors	Use cubes or counters to explore the meaning of 'square numbers'. 25 is a square number because it is made from 5 rows of 5. Use cubes to explore cube numbers.	Use images to explore examples and non- examples of square numbers. $8 \times 8 = 64$ $8^2 = 64$ 12 is not a square number,	Understand the pattern of square numbers in the multiplication tables. Use a multiplication grid to circle each square number. Can children spot a pattern?
		because you cannot	

		multiply a whole number by itself to make 12.		
Multiplying by 10, 100 and 1,000	Use place value equipment to multiply by 10, 100 and 1,000 by unitising. $\frac{4 \times 1 = 4 \text{ ones} = 4}{4 \times 100 = 4 \text{ hundreds}}$	Understand the effect of repeated multiplication by 10.	Understand how exchange relates to the digits when multiplying by 10, 100 and 1,000. H T 0 I 7 $17 \times 10 = 170$ $17 \times 100 = 17 \times 10 \times 10 =$ 1,700 $17 \times 1,000 = 17 \times 10 \times 10$ $\times 10 = 17,000$	
Multiplying by multiples of 10, 100 and 1,000	Use place value equipment to explore multiplying by unitising. 5 groups of 3 ones is 15 ones. 5 groups of 3 tens is 15 tens. So, I know that 5 groups of 3 thousands would be 15 thousands.	Use place value equipment to represent how to multiply by multiples of 10, 100 and 1,000. $4 \times 3 = 12$ $6 \times 4 = 24$ $4 \times 300 = 1,200$ $6 \times 400 = 2,400$	Use known facts and unitising to multiply. $5 \times 4 = 20$ $5 \times 40 = 200$ $5 \times 400 = 2,000$ $5 \times 4,000 - 20,000$ $5,000 \times 4 = 20,000$	
Multiplying up to 4-digit numbers by a single digit	Explore how to use partitioning to multiply efficiently. $8 \times 17 = ?$ $8 \times 17 = ?$ $8 \times 10 = 80$ $8 \times 10 = 80$ $8 \times 7 = 56$ 80 + 56 = 136 So, $8 \times 17 = 136$	Represent multiplications using place value equipment and add the 1s, then 10s, then 100s, then 1,000s.	Use an area model and then add the parts. $\begin{bmatrix} 100 & 60 & 3\\ 5 & 100 \times 5 = 500 & 60 \times 5 = 300 & 3 \times 5 = 15 \end{bmatrix}$ Use a column multiplication, including any required exchanges. $\begin{bmatrix} 1 & 3 & 6\\ \times & 6\\ \hline \frac{8 & 1 & 6}{2 & 3} \end{bmatrix}$	
Multiplying 2- digit numbers by 2-digit numbers	Partition one number into 10s and 1s, then add the parts. $23 \times 15 = ?$	Use an area model and add the parts. $28 \times 15 = ?$	Use column multiplication, ensuring understanding of place value at each stage.	

	$ \begin{array}{c} 10 \times 15 = 150 \\ 1 \times 15 = 310 \\ 1 \times 15 = 345 \\ 23 \times 15 = 345 \end{array} $	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c} 3 \ 4 \\ \times \ 2 \ 7 \\ 2 \ 3 \ 8 \\ 34 \times 7 \\ \hline \\ 3 \ 4 \\ \times \ 2 \ 7 \\ 2 \ 3 \ 8 \\ 34 \times 7 \\ \hline \\ 6 \ 8 \ 0 \\ 34 \times 20 \\ \hline \\ \hline \\ 3 \ 4 \\ \times \ 2 \ 7 \\ \hline \\ 2 \ 3 \ 8 \\ 34 \times 7 \\ \hline \\ 6 \ 8 \ 0 \\ 34 \times 20 \\ \hline \\ \hline \\ 3 \ 4 \\ \times \ 27 \\ \hline \\ 1 \\ \end{array}$
Multiplying up to 4-digits by 2-digits		Use the area model then add the parts. $\begin{array}{c} 100 \\ 2 \\ 12 \\ 143 \times 12 = 1.716 \\ 143 \times 12 = 1,716 \end{array}$	Use column multiplication, ensuring understanding of place value at each stage. $ \begin{array}{r} $

Multiplying decimals by 10, 100 and 1,000	Use place value equipment to explore and understand the exchange of 10 tenths, 10 hundredths or 10 thousandths.	Represent multiplication by 10 as exchange on a place value grid.	Understand how this exchange is represented on a place value chart. $\begin{array}{rrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrr$
Year 5 Division			
Understandin g factors and prime numbers	Use equipment to explore the factors of a given number.	Understand that prime numbers are numbers with exactly two factors. $13 \div 1 = 13$	Understand how to recognise prime and composite numbers.
	$24 \div 3 = 8$ $24 \div 8 = 3$ 8 and 3 are factors of 24 because they divide 24	$13 \div 2 = 6 r 1$ $13 \div 4 = 4 r 1$ 1 and 13 are the only factors of 13.	number because it can be divided by only 1 and itself without leaving a remainder.
	exactly. 24 ÷ 5 = 4 remainder 4. 5 is not a factor of 24 because there is a remainder.	13 is a prime number.	I know that 33 is not a prime number as it can be divided by 1, 3, 11 and 33. I know that 1 is not a prime number, as it has only 1 factor.
Understandin g inverse operations and the link with	Use equipment to group and share and to explore the calculations that are present.	Represent multiplicative relationships and explore the families of division facts.	Represent the different multiplicative relationships to solve problems requiring inverse operations.
multiplication , grouping and sharing	I have 28 counters. I made 7 groups of 4. There are 28 in total. I have 28 in total. I shared them equally into 7 groups. There are 4 in each group. I have 28 in total. I made groups of 4. There are 7 equal groups.	$60 \div 4 = 15$ $60 \div 15 = 4$	$12 \div 0 = 3$ $3 = 12$ $3 = 12$ $3 = 12$ Understand missing number problems for division calculations and know how to solve them using inverse operations. $22 \div 2 = 2$ $22 \div 2 = 2$ $? \div 2 = 22$ $? \div 22 = 2$
Dividing whole numbers by	Use place value equipment to support unitising for division.	Use a bar model to support dividing by unitising. $380 \div 10 = 38$	Understand how and why the digits change on a place value grid when

10, 100 and 1.000	4,000 ÷ 1,000	380 2 ? ? ? ? ? ? ? ? ? ? ?	dividing by 10, 100 or 1.000.
1,000	4,000 is 4 thousands. $4 \times 1,000 = 4,000$ So, 4,000 \div 1,000 = 4	380 10×10^{-10} 380 is 38 tens. 38 $\times 10 = 380$ $10 \times 38 = 380$ So, $380 \div 10 = 38$	The H T O 3 2 0 0 3,200 \div 100 = ? 3,200 is 3 thousands and 2 hundreds. 200 \div 100 = 2 3,000 \div 100 = 30 3,200 \div 100 = 32 So, the digits will move two
			places to the right.
Dividing by multiples of 10, 100 and 1,000	Use place value equipment to represent known facts and unitising.	Represent related facts with place value equipment when dividing by unitising.	Reason from known facts, based on understanding of unitising. Use knowledge of the inverse relationship to check. $3,000 \div 5 = 600$ $3,000 \div 500 = 6$ $5 \times 600 = 3,000$ $50 \times 60 = 3,000$ $500 \times 6 = 3,000$
Dividing up to four digits by a single digit using short division	Explore grouping using place value equipment. $268 \div 2 = ?$ There is 1 group of 2 hundreds. There are 3 groups of 2 tens. There are 4 groups of 2 ones.	Use place value equipment on a place value grid alongside short division. The model uses grouping. A sharing model can also be used, although the model would need adapting.	Use short division for up to 4-digit numbers divided by a single digit. $\begin{array}{r} 0 & 5 & 5 & 6 \\ 7 & 3 & ^38 & ^39 & ^42 \\ 3,892 \div 7 = 556 \end{array}$

	264÷2=134	448T0448T0448T044800448004480044800448004480044800470060007000600070007000700070007000800090 <t< th=""><th>Use multiplication to check. 556 × 7 = ? 6 × 7 = 42 50 × 7 = 350 500 × 7 = 3500 3,500 + 350 + 42 = 3,892</th></t<>	Use multiplication to check. 556 × 7 = ? 6 × 7 = 42 50 × 7 = 350 500 × 7 = 3500 3,500 + 350 + 42 = 3,892
Understandin g remainders	Understand remainders using concrete versions of a problem. 80 cakes divided into trays of 6. 80 cakes in total. They make 13 groups of 6, with 2 remaining.	Use short division and understand remainders as the last remaining 1s.	In problem solving contexts, represent divisions including remainders with a bar model. $683 = 136 \times 5 + 3$ $683 \div 5 = 136 r 3$
Dividing decimals by 10, 100 and 1,000	Understand division by 10 using exchange. 2 ones are 20 tenths. 20 tenths divided by 10 is 2 tenths.	Represent division using exchange on a place value grid.	Understand the movement of digits on a place value grid. $\begin{array}{r} \hline 0 & \hline 1 \text{th} & \hline 1 \text{th} \\ \hline 0 & 8 & 5 \\ \hline 0 & \hline 0 & \hline 3 & 5 \\ \hline 0 & \hline 0 & \hline 3 & \hline 3 & \hline 5 \\ \hline 0 & \hline 0 & \hline 1 & \hline 0 & \hline 0 & \hline 3 & \hline 0 & \end{array}$

		OTthHthOTthHthImage: Constraint of the state o	8.5÷100=0.085
Understandin g the relationship between fractions and division	Use sharing to explore the link between fractions and division. <i>1 whole shared between 3</i> people. Each person receives one- third.	Use a bar model and other fraction representations to show the link between fractions and division. $I \div 3 = \frac{1}{3}$	Use the link between division and fractions to calculate divisions. $5 \div 4 = \frac{5}{4} = 1\frac{1}{4}$ $11 \div 4 = \frac{11}{4} = 2\frac{3}{4}$

Helping your child with Science and the Foundation Subjects

Your child will study science and a number of foundation subjects throughout the year. Foundation subjects differ to the core subjects of: English, Maths and Science which are explored in further detail.

Even though foundation subjects are not explored as thoroughly, they are still important because they introduce pupils to a wide variety of skills and knowledge. Foundation subjects also give a taster to students on what they enjoy and excel at doing to give them a clear idea on what to progress further in their education.

Below are some Knowledge Organisers which will help you understand what we will be covering in the subjects mentioned above. A Knowledge Organiser (KO) sets out in detail what we want children to know by the end of the topic. We expect the majority of children to be able to recall all of the information on the KO by the end of the unit of work. During their topic the children will take part in regular guizzes, that help stretch their long-term memory and develop their recall of key information.

We ask that parents read through these Knowledge Organisers at home with their children. It is also useful for children to go back to previous Knowledge Organisers and revise these so that the information from previous learning is not forgotten.

We are developing knowledge organisers across the curriculum but for now, can share the following in science and humanities

Science: Term 1a

Two parents are needed to make

offspring which are similar but not identical to either parent.

sexual

reproduction



s but they lay eggs

Science: Term 2a



Science: Term 2b



Science: Term 3a



Science: Term 3b

Scientists and Inventors Year 5			Scientists and Inventors Year 5		
Key Individuals			Key Vocabulary	\	Crime Scene Investigation
David Attenborough	David is a wildlife film-maker and naturalist who has written and presented many popular documentaries about animals and their behaviour. He has been on TV for over 60 years and is recognised all over the world.	David Attenborough	biology chemistry	The study of living things. The science that deals with	Crime Scene Investigators search for and analyse evidence left behind at crime scenes. CSI technicians carry out scientific tests on the evidence they find in order to link it to a suspect
Eva Crane	Eva was a physicist who became interested in bees' behaviour and their life cycle. She studied bees all around the world and wrote many books about her discoveries. The Eva Crane Trust was set up to further understand the	Eva Crane		is made from, their properties and how they react with other substances.	or prove a suspect didn't commit a crime. Technicians use skills from chemistry, biology, physics and geology. Chromatography, fingerprints and DNA are also an important part of a technician's job.
Stephanie Kwolek	tige of pees across the wona. While trying to find a lighter material for car tyres, Stephanie created a very hard, but light, material called Kevlar. This invention was used in cars but also in bulletproof vests and is still used to protect the police and armed	Stephanie Kwolek	chromatography	A scientific technique used to separate and find out which chemicals are in a mixture. This could be drugs or poisons.	Mission to the Moon On 20% July 1969, the Apollo II spacecraft reached the moon, carrying the astronauts Neil Armstrong. Buzz Aldrin and Michael Collins. Neil and Buzz became the first people
Leonardo da Vinci	Jorces today. Leonardo was known as an expert scientist, inventor, engineer, architect, writer, sculptor and painter. His most famous painting, The Mona Lisa, is thought to be the best known and most visited work of art in the world.	Leonardo da Vinci	DNA	DNA is the material that carries all the genetic information about how a living thing looks and functions.	to ever set foot on the Moon. The Solar System A solar system includes a star and everything that orbits around it. Our solar current includes the Sun (which is actually a star) with main alonger, dwarf
Margaret Hamilton	Margaret worked for NASA and was responsible for programming the on- board flight software on the Apollo spacecraft computers. She wrote the		geology	The study of what the Earth is made of, including rocks and soils.	planets, moons orbiting the planets, asteroids, comets and small planets, way j space debris.
	code that the computer used to navigate from Earth to the Moon and made sure that the computer would land the spacecraft safely on the Moon.	Margaret Hamilton	naturalist	A person who studies plants and animals and their environments.	Stonehenge Astronomy
Neil deGrasse Tyson	In 2006, Pluto was reclassified as a dwarf planet and Neil was a big part of making this decision. He works as a planetary scientist (studying planets) and actually thinks we shouldn't use the name planets's but instead group them according to their type, such as gas giant, ice giant and terrestrial planet.	Neil deGrasse Tyson	physicist	A scientist who specialises in the study of physics, which includes electricity, astronomy, forces, light and sound.	Interneting is since by the work as since system of the Conflictation monuments. It has been around for s0000 gers. Some people believe the stones were a place for healing; others think it was used for religious ceremonics. There is also evidence that it was used as a calendar to track the survise and sunset.

Humanities: Term 1a

Wa	Vorld War II UKS2				World War II			UKS2	
Key Events Timeline				Key Vocabular	Key Vocabulary How Did World War II Start?				
1939	1 st September 3 rd September	German troops invade Poland. Britain and France declare war on Germany.	n troops invade Poland. and France declare a Germany. 1901 – Queen 1928 – All women 11953 – Coronation 1991 – World Widl		Allies	The United Kingdom, France and Poland, later joined by other countries, including the USSR (Soviet Union), the United States of	The leader of Germany, Adolf Hitler, hu March 1938, Germany invaded and ann worried. On 29 th September 1938, Brit signed a treaty called the Munich Agre Sudetenland (an area of Czechoslovaki	Id plans to take over other countries. In exed Austria, which made other countries ish, French, German and Italian leaders ement. This allowed Hitler to annex the a) if he agreed not to invade anywhere	
1940	26 th May	Allied forces are evacuated from Dunkirk in France.	Victoria dies given right to vote Evacuation During World War II, over 3.5	Actioning Supply ships were	Axis	America and China. The Axis Powers were originally Germany, Japan and Italy. Other countries joined them later.	else. However, in August 1939, Hitler broke the agreement and invaded th of <u>Czechosłovakia</u> , followed by Poland on 1 st September. Britain, Franc Poland had made a pact to support each other, so Britain and France dec war on Germany.		
	7 th September	The Blitz begins.	million children, along with some of their teachers and helpers, mothers	bombers and it was	Nazi	A German political party with	The Role of Women	The Holocaust	
	22 nd June	Germany invades the USSR (Soviet Union).	with very young children, pregnant women and people with disability were evacuated from the cities take cach preson was only they would be safer from bombing. All evacues had to take their gas much, racion book and identity how would be safer from bombing.	necessary to conserve as much food as possible. Rationing meant that each person was only allowed a fixed amount of foods. Ration boots were issued, with coupons that showed people how much of each item these, were allowed Showbengen, would	party	racist and anti-Jewish ideas, led by Adolf Hitler.	Before the war, most women stayed at home and didn't go out to work. Those who did work were naid less than	over six million Jewish people before and during World War II, organised by Adolf	
194	7 th December	Japan bombs Pearl Harbor			ryside, where it was believed would be safer from bombing. allowed a fixed amount of foods. Ration	atomic bomb	A very high-energy bomb made of radioactive material.	men and were generally restricted to 'women's jobs', such as nursing or	Hitler and the Nazi party. Even before the war, they wanted to blame the Jews
943	16 th and	The Dambusters bombing raid			annex	To take another country's land and make it part of your country.	working as a shop assistant. However, when men were called up for active service, women were needed to do jobs	for the problems in Germany and used propaganda to promote widespread public hatred of them. Jewish people	
1944 1	6 th June	The D-Day landings.	card. When they reached their destination, a billeting officer would arrange a host family for them.	remove or stamp the coupons when they were used. People were also encouraged to 'Dig for Victory' and grow as much of	Czechoslovakia	A European country. Now two countries: the Czech Republic and Slovakia.	such as making weapons, driving buses and trains or working in engineering or shipbuilding. Some joined the armed forces themselves.	were openly bullied, persecuted, abused and discriminated against. Many Jews were sent to concentration camps where they were forced to	
-	7 th May	Germany surrenders to the Allies.	beginning on 1 st September 1939. Other waves occurred at the start	their own food as possible. Petrol, soap, clothing and timber were	propaganda	Information designed to promote a political idea or opinion.	After the war, many women lost their jobs. However, their experiences led	work like slaves. Many died through infection, starvation or exhaustion.	
194	6 th and 9 th August	The US drops atomic bombs on two cities in Japan.	of the Battle of Britain and at the start of the Blitz. also in short supply. Clothing ration books were issued and people were encouraged to 'make do and mend'.	active service	Taking part in a military operation as part of the armed forces.	rights and pay so that they could carry on leading more independent lives.	they were killed in gas chambers. This form of mass killing is called genocide.		

Humanities: Term 1b



Humanities: Term 2a

Marvellous	Maps		Year 5	Marvellous Maps	Year 5
Key Vocabu	ılary	Compass Points		Grid References	The National Grid
atlas	A collection of maps often of each country in the world.	Four-Point Compass	Eight-Point Compass	 A map is criss-crossed with horizontal and vertical lines that create a grid. 	 The National Grid is a grid reference system for the whole of Great Britain.
compass	A tool used for showing direction.	N - north	north-east (NE)	 The grid and squares help to narrow a search area so you can locate features on a map. 	It splits Great Britain into squares - each is 100km. The spaces can be identified by using two
digital map	A map that uses technology such as a satnay.	S - south	south-east (SE) south (S)	Soldaily, the lines are humbered with two aights. Eastings are the numbers that run from west to east. Northings are the numbers that run from south to north.	• Easting and 1200
easting	The numbers used in a grid reference that run west to east.	W - west	west (W) north-west (NW)	 The easting and northing numbers are put together to create a four- digit grid reference, e.g. (32,43), which refers to the bottom left corner of a square on the map. 	numbers can HW HX HY HZ be used to split 1000 NA 88 800 900 the squares 900 VE 900 VE 900 VE 900
grid references	The numbered squares on a map used to locate a place.	Symbols	n Inhel real-life features	 Grid references can be even more specific by adding an extra digit to both the easting and northing numbers. These six-digit arid references an (323.432) tell us more precisely. 	sections 800 NL 050 NN 50
National Grid	A system used to split Great Britain into 100km squares.	A key on the map tells you what the	symbol means.	whereabouts in the square southing is.	easier to use. 600 NW NX NY NZ OV
northing	The numbers used in a grid reference that run south to north.	Nature Reserve	Cycle Trail	44	500 400 300 300 500 500 500 500 500 500 500 5
Ordnance Survey maps	Detailed maps of Great Britain where each square represents 1km squared (1km ²).		Train Place of	43 43 60 10 43 43	200 300 SR SS SO SF II. TM SR SS ST SU TO TR. 100 SV SW SK ST SZ TV
symbols	Small pictures, letters or lines that represent a feature.		Station Worship	42 42 42 42 42 42 42 42 42 42 42 42 42 4	32 33 34 5 ⁰ 2 ⁰ 3 ⁰ 5 ⁰ 5 ⁰ 5 ⁰ 5 ⁰

1152

Humanities: Term 2b

Stone Age	to the Iron Age			KS2	Stone Age to the Iron Age							
Key Chan	iges and Events	Timeline		Skara	Key Vocabi	ılary	Roundhouses					
3000 BC	The village of Skara Brae is built in Orkney. The people who live there are beginning to farm their own food and build homes instead of travelling from place to place	5000 BC	AD 500 Bronze Age Iron Age A Ancient Egypt Roman Britain	and the second	bronze	A metal alloy made from a mixture of copper and tin. It is a much harder and more long-lasting material than stone or copper alone.	a. thick thatch b. door c. wattle d. daud e. timber frame f. upright loom					
	Construction starts on Stonehenge	Stone Age Life	Skara Brae		alloy	A metal made by combining two or more metals to improve its properties.	g. hearth (fire) h. beds i. loss for sitting on		An Iron			
	in Wiltshire. It will take around 1000 years for it to be finished.	The Stone Age is named after the stone tools that	Skara Brae was discovered after a storm in removed the earth that had been covering it. It	n AD 1850 t is a village	bone marrow	The substance inside bones, which is high in fat and a good energy source.	Hillforts	Druids	Age hillfort			
2500 BC	'Bell Beaker' culture arrives in Britain. These people are named for their distinctive decorative pattern.	the earliest humans used to help them survive They used them	of eight houses, linked by covered passagewo of the houses were built at the same time. The are slightly bigger but they have very similar	ays. Not all e later ones ar features	earthwork	A large bank or mound of soil that has been made on purpose.	People in the Bronze Age and Iron Age lived in roundhouses. These	Druids were the priest 'Celts'. Their job was t	s of the tribes we call to communicate with			
2100 BC	Bronze begins to be used in Britain to make weapons and tools.	to kill animals, such as mammoths, for their	such as a central firepit and stone shelves. tells us a lot about life in the late Stone Age	stone shelves. The village I late Stone Age, including	Celt	A modern term for the people living in Europe during the Iron Age. The 'Celta' were made up of many different	have housed many people. One household might have had two	the more than 400 goas that the people of the tribes believed in. They believed the gods lived in nature. The main festivals				
1800 BC	The first large copper mines are dug.	skins. The bones were	eat, bone marrow and ins. The bones were so useful for making ols, such as needles to Stonehenge is a famous prehistoric m	used.		tribes. The word 'Celt' comes from a	for cooking and making things.	ortant times in the ds sacrificed food,				
1200 BC	'Celtic' culture begins to arrive in Britain and tribal kingdoms develop.	also useful for making tools, such as needles to		nument in		Greek word. To give something up, break it or kill	In the Iron Age, these houses were sometimes rectangular and	precious objects and even humans to keep the gods happy.				
	Iron begins to be used in Britain to	sew skins together.	southern England, built at the end of the Sto	ine Age and	sacrifice	it as an offering to a god or gods.	communities on hills. These were	doctors and lawyers.				
800 BC	make tools and weapons, instead of bronze.	moved around from place to place with the seasons,	was just an earthwork and up to 150 people were buried there. The huge		tribe	A group of people, often related through family, culture and language,	known as 'hillforts'. Between 500 and 100 BC, many	opinions were more of the king. It took				
	The first hillforts are constructed.	in order to keep safe and	stones that we see were added in		-	usually with one leader.	by hillforts. These settlements	at least 20 years to	train to be a Druid.			
AD 43	The Romans invade Britain.	warm and to follow the animals they hunted.	from 240 miles away in Wales.	003	iron	A metal that is stronger and harder than bronze.	provided a home for hundreds, and later thousands, of people.	what the Romans wro	ote down.			

Humanities: Term 3a

Exploring Eastern E	urope		Year 5	Exploring Eastern Europe Year 5								
Key Vocabulary	1	Ешторе			Russia	Turkey	Ukraine	UK		and We	2	
agriculture	Land used for growing crops and keeping livestock.	There are 51 countries in Euro there which is 10% of the wor	ope and 742 million people living Id's population.	Capital City Population	Moscow 146 million	Ankara 84 million	Kyiv 43 million	London 67 million	Aurth	FY	DR	
arable	Land used for producing crops.	The continent is in the northern hemis Ocean to the north, the Atlantic Ocean Mediterranean Sea to the south. Eastern Europe crosses from 70°N - 40 The highest mountain is Mount	rn hemisphere with the Arctic ic Ocean to the west and the	Area	1.71 million km ²	783 000 km ²	603 000 km ²	242 000 km ²	?	12	RUSSIA	
climate	The usual or average weather conditions over a long period of time.		h.	Language Spoken	Russian	Turkish	Ukrainian	English	UK	War		
continent	A large area of land divided into countries.		O'N O'N O'N O'N O'N O'N O'N O'N O'N O'N O'N O'N O'N O'N O'N O'N O'N	Main Type of Land Use	Agriculture	Arable	Arable	Agriculture		LIKPAINE	2	
country	An area defined by its people, culture, language, geography and government.	Elbrus in Russia (5642m). • The longest river is the Volga		Average Warmest Month	July 24°C	July 34°C	July 25°C	July 20°C	253	Sat.	s c	
human geography	Anything in an area that is not naturally occuring and that has been shaped by people.	river in Russia (3693 km).		Average Coldest Month	January -4°C	January 14°C	January -1°C	January 6°C		TURKEY	Bat	
landscapes	An area of land and everything you can see on it.	human characteristics all with	hin this area.	Average Annual Precipitation	500mm	400mm	500mm	900mm	"yet	3.81	- sou	
physical geography	Anything in an area that is naturally occuring.	Physical Geography Oceans, lakes, mountains, rivers, weather and	Human Geography Country/region boundaries, buildings, roads, language,		1		-		A A A A A A A A A A A A A A A A A A A	-		
population	The number of people living in an area.	climate patterns.	religion, government.			ALLE			i this ar			
precipitation	Water particles that fall from a cloud as rain, hail, sleet or snow.	A CONTRACTOR	Comming Sec	Red Square is a fi	imous square	When the Ho	gia Sophia was	Kiev Pech	ersk Lavra, meaning	Tower Bridge is a	drawbridge	
weather	The specific atmospheric conditions on a given day including temperature and rainfall.	Ser. Y	Ste At-	the old Russian la 'beautiful'.	inguage means	AD, it was the	e largest cathed	ral thought to in the Ukr	o be the holiest place raine.	and boats to trave river Thames.	il along the	

Humanities: Term 3b

Key Events			Maga Civilisation						
71		Timeline	Key Vocabu	lary	Writing				
2000 BC in	he Maya civilisation comes into being a Central America.	3500 BC 0 AD 1500	civilisation	An organised society with its own culture and way of life, existing in	The Maya writing system, used to write seve Maya languages, was made up of over 84 called alumbs some alumbs were languages	ral different D0 symbols			
300 BC	ities, such as El Mirador, become large nd powerful.	Ancient Rome Maya Civilisation		a particular area over a particular period of time.	epresenting the huildings				
Ci	ities in the rainforest are abandoned	Anglo-Saxon Britain	drought	A long period with very little rain.	and monuments and painted onto pottery. M	laya scribes			
AD 900 du	ue to an extensive <mark>drought.</mark> People move orth to the highlands of Guatemala	Religion The Maug believed in and warshipped a number of different ands. They believed	ritual	A ceremony, often religious, with set actions performed in a set order.	also wrote books, called codices, made from fig trees. Only priests and noblemen would whole written language	the bark of The Maya logogram for b'alam - inquer			
	nd the Yucatán. ities like Chichén Itzá (which has two	that the gods had a good side and a bad side and that the gods could help or hurt them. The Maya would dance, sing and sometimes make offerings of blood	jaguar	A big cat, heavier than a leopard, with yellowish fur and black spots.	Maya Numbers	Food			
ter ter	emple pyramids) are still thriving.	to the gods.		People paid to write things down,	The Maya developed a complex	Maize was a very important			
AD 1500s an	he Spanish arrive in South America nd set out to destroy the remaining	Priests were very important in Maya society as it was believed that they could communicate directly with the gods. They would perform different rituals during	scribes	either as an official record or for someone else unable to write.	was advanced for their time. They	the Maya people's diets. They			
th	lements of Maya civilisation as part of heir conquest.	festivals or special ceremonies in order to appeal to the gods.	world to develop the concept of zero.	were made from maize dough bu the gods.					
Ar	merican explorer and writer, John	The Upperworld and the Underworld		concertina. One text is called a codex.	their number system. These are thought to	The Maya made a bitter			
Lli	loyd Stephens, and British artist,	Ine Maya people believed that the earth, which they called the Midaleworld, was large and flat and resting on the back of a creature, such as a turtle or crocodile.	Sum and	Another word for sweetcorn or corn	represent items that the Maya people might	chocolatey drink from cacao			
AD 1839 an	Frederick Catherwood explore Copán and extensively document what they	On the Middleworld grew a tree whose branches reached up into the heavens	maize	on the cob. It can be made into a dough and baked into tortillas.	have first used to count with, such as pebbles, sticks and shells.	beans that was enjoyed by the rich and used for medicines and			
civ	ivilisation. They go on to document ther Maya cities, including Chichén Itzá.	the opperworld) and whose roots grew down into Aladida (the Underworld), which was guarded by gods of death who looked like jaguars. Ordinaru Maya people believed that, after they did, their souls would travel	cacao	Cacao trees sprout pods directly from their trunks. When they are ripe, the	The Maya used a base 20 number system, so after number 19, multiples of 20 were written above	In ceremonies. The beans were highly valued			
AD 2014 Th	he cities of Lagunita and Tamchén are zdiscovered.	through a series of caves and tunnels to Xibalba. Rulers and noblemen believed that they had a chance of getting to the Upperworld.	beans	the beans, which can then be dried, roasted and ground.	the bottom number.	and even used as a form of money.			

Staying Fit and Healthy

We encourage our pupils to develop healthy habits and stay fit. Here are some tips





We know it's easy to run out of ideas for a healthy packed lunch, so we've put some not so difficult ideas together for you

Spinach, Feta and Beans Quinoa

	Dressing
 270g quinoa, uncooked 	
 2 carrots, peeled and diced 	
150a spinach	 1 tbsp balsamic vineg
	 2 tbsp lemon juice
 1 can cannellini beans, drained and rinsed 	 1 clove garlic, crushed
• 170n feta criimbled	• 1 tsn honev
• 700ml veretable stock	• 16 ten dried oregano

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School Packed Lunches

- In a large saucepan, add in the quinoa, vegetable stock and carrots. -
- Bring to the boil, and then reduce down to a simmer absorbed all of the liquid, which should take about and cover. Keep cooking until the quinoa has 20 minutes. N
- ingredients together. Season with salt and pepper Whilst this is cooking, mix all of the dressing to taste. e.
- carrots. Place the lid on again and cook for another Chop the spinach and stir it into the quinoa and 3 minutes, to allow the spinach to wilt. 4
- Add in the cannellini beans and dressing, mix well and allow to cool. 5
- Stir in the feta cheese. .9
- Portion and store in airtight containers.

sa a -



 3cm cucumber, chopped 2 spring onions, sliced · 3 tsp olive oil

½ lemon, juiced

1 heaped tbsp mixed

Pinch of mixed herbs

Pinch of mustard powder

beans, drained

Pinch black pepper

½ can of tuna, drained

1/2 bell pepper, chopped

1. In a bowl, combine the oil, lemon juice, mixed herbs,

- mustard powder and black pepper.
 - Add in the pepper, onions, cucumber, beans and tuna. Mix together well.
- Serve with a slice of wholemeal bread with a low-fat spread. e.
- Include some healthy snacks such as a satsuma and a slice of malt lof, as well as a drink.





Carl N



- 2 paninis
- 250g mozzarella cheese, sliced
- 1 tomato, sliced
- 2 tbsp pesto
- 2 tbsp basil leaves
 - butter

- Slice the paninis in halves. Lightly butter on both sides
- Spread the pesto onto one half of each panini. N
- tomato and basil. Then sandwich together with the On the pesto covered side, place the mozzarella, other halves. é
- minutes until the cheese has melted and the bread Cook the paninis in a grill or panini press for a few minutes. Alternatively, heat a frying pan and once hot fry the paninis on each side for a couple of đ



School Packed Lunches

- 1 carrot cut into sticks • ½ can of tuna, drained
- 1 tbsp mayonnaise

3cm portion of cucumber cut into sticks

- 1 tbsp sweetcorn
- a handful of lettuce,

60g mixed berries

- chopped
- 2 slices of half-and-half bread

- 1. In a bowl, mix the tuna, mayonnaise and sweet corn together.
- 2. Season with black pepper.
- Spoon the mixture onto a slice of bread and form a sandwich with the other slice.
- 4. Top with some chopped lettuce.
- 5. Serve with carrot sticks, cucumber sticks and mixed berries.



We know it's easy to run out of ideas for a healthy packed lunch, so we've put some not so difficult ideas together for you



Ingredients

- 1 tbsp Greek yoghurt
- ¼ tsp curry powder
- chilli powder, to taste
- 85g cook chicken breast, cut into small pieces
- 1 large wholemeal wrap
- a couple of leaves of lettuce, shredded
- 3 slices of cucumber, chopped into small pieces
 - 1 slice of pepper, chopped into small pieces

Method

- In a bowl, mix together the yoghurt, curry powder and chilli powder.
- Throw in the chicken pieces and cover well. N'
- In the wrap, spread the chicken mixture. Top with lettuce, cucumber and pepper S.
- Fold the bottom and top of the wrap in and roll up the wrap. Cut it in half and store it in an airtight container. 4
- Serve with healthy snacks like some peach and strawberry slices and a fruit cake.
- Always remember to include a drink with your child's lunch.

1 large wholemeal roll or 2 wholemeal slices

a couple of leaves of lettuce, shredded

Egg Mayonnaise Sandwhic School Packed Lunches Ingredients 1 tbsp mayonnaise うとして • 1 egg

Method

- Boil a small saucepan of water. Place the egg in the water and cook for 10 minutes.
- 2. Now, move the egg into cold water and wait for it to cool.
- Remove all of the shell from the egg. e.
- 4. In a bowl, mash the egg with the mayonnaise. Season with pepper.
- Fill the roll or bread slices with the egg and mayonnaise mixture. Top with the lettuce. S.
- and strawberry slices and a like some cherry tomatoes Serve with healthy snacks fruit snack pot.
- include a drink with your Always remember to child's lunch.



Method	 Heat a large frying pan over a stove. Without any oil, add in one of the wraps. Sprinkle in the cheese, ham and peppers onto the wrap. Add the other wrap over the top and press down. Keep cooking until the cheese has melted, and then flip over to brown the other wrap. Remove from the pan and cut into wedges, place in an airtight container and store in the fridge overnight. 	Why not try adding in some other vegetables, such as some fried onion, fried mushrooms, tomatoes, sweetcorn, spinach or kidney beans to add to the quesadilla? Serve with healthy snacks, like a handful of cherry tomatoes and a box of raisins.	ult ideas together for you	Method	 In a small bowl, mix the mayonnaise and yoghurt. Add in the cabbage, carrot, onion and cheese. Slice open a pitta bread and spoon filling into the pocket. 	Coleslaw keeps well in the fridge, so why not prepare the coleslaw the night before to save you time in the morning. Serve with healthy snacks, like a handful of cherry tomatoes and a box of raisins.
Easy Quesadilla	Ingredients	 • Loruma wraps • a handful of grated cheese • slice of ham, shredded • a handful of chargrilled peppers from a jar • additional vegetables, optional 	unch, so we've put some not so difficu	School Packed Lunches Cheesy Coleslaw Pitta		 1 tsp mayonnaise 1 tsp low-fat Greek-style yoghurt 1 this lice of white cabbage, shredded (to give a handful) 1 small carrot, grated 2 spring onions or a slice of onion, chopped 20g reduced-fat cheddar cheese, finely chopped or grated 1 large wholemeal pitta bread
Method	 In a large bowl, combine the chickpeas, lemon juice, yoghurt, olive oil, paprika, cumin and garlic. With a hand blender, mix together the ingredients until you've formed a smooth paste. Mix this the night before and store it in the fridge, this will save you time in the morning and allows the hummus to develop. Store the pitta, carrot and celery in the fridge overnight as well. Serve with a banana and yoghurt. 		n out of ideas for a healthy packed I	Method	 In a bowl, mix all of the marinade ingredients. Score the chicken breasts a few times with a knife and place the chicken into the marinade bowl. Rub the marinade into the chicken and leave for at least half an hour. Drain and keep the marinade. Heat a frying pan and add a tiny amount of oil. Season the chicken with salt and pepper and cook for 8 to 10 	 minutes, making sure to flip halfway through. Ensure the chicken is cooked all the way through. 5. Take the chicken out of the pan and slice it into strips. 6. Slice the pittas in half and brush with the rest of the marinade. 7. Throw the watercress, balsamic vinegar and olive oil together into a bowl. 8. Add in the chicken, avocado, tomato and watercress into the pittas.
Hummus, Pitta and Veg Sticks 🖌	• 2 tbsp tinned chickpeas • 1 clove of gartic, peeled	 ½ lemon, juiced 1 large wholemeal pitta bread, sliced into strips 1 tbsp low-fat Greek-style 1 tbsp lo	We know it's easy to ru	School Packed Lunches Chicken Pitta Pockets	Intractions	1/2 avocado, peeled and sliced 1 chicken breast 1 chicken breast 40g watercress 1/4 tbsp balsamic vinegar 1/2 tsp olive oil 1/2 tsp

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School Packed Lunches

School Packed Lunches

	Method	1. Heat the girl to a high temperature.	 Slice the muffins in half. Spread the tomato sauce evenly onto the muffins. 	 Top with mozzarella, pepperoni slices and cheddar. Grill for 2 - 3 minutes until the cheese has melted 	and browning.		Serve with healthy snacks like a few vegetable sticks and a piece of flapjack.	Alwavs remember to include a drink with your	child's lunch.		ult ideas together for you		Method	 Spread the soft cheese on both slices of bread. 	 Add all of the vegetables onto the cheese of my 	side.	 Season with pepper or paprika if you like. Finish the sandwich simply by combing the two 	pieces together.	Serve with healthy snacks like	an apple and a fruit cake.	Aways remember to include a drink with your child's lunch.				
School Packed Lunches	Muffin Pizzas	S S S S S S S S S S S S S S S S S S S			Ingredients	• 4 Enolish muffins	80ml tomato sauce	 slices of pepperoni, cut into quarters 	• 1 ball mozzarella, cut into small cubes	 2 handfuls of grated cheese 	unch, so we've put some not so difficu	School Packed Lunches	Soft Cheese Salad Sandwich	A way and a way				Incrediante	Indicatents	. 2 مانمو مؤ سام المحمط	 2 shoes of whote freed bread 2 thsp soft cheese 	3cm piece of cucumber, finely chopped	• ² /s celery stick, finely chopped	 a couple of leaves of lettuce, shredded 	
	Method	1. Preheat the oven to 180°C.	Beat together the butter and sugar. This is best done with a stand mixer but can also be done with an electric hand mixer or with a spoon.	Once the butter and sugar are well combined, add in the remaining ingredients until well mixed.	4. Spoon the mixture into small balls, and place them	onto a non-suck baking tray. Fratten them down to compact them.	Place in the oven and bake for 12 to 14 minutes until golden brown.	6. Remove from the oven and transfer to a wire rack	to cool. They will be quite soft when first out of the oven, but will harden as they cool.		i out of ideas for a healthy packed lu		Method	1. Preheat the oven to 200°C.	 Peel and dice the potatoes into small cubes that are about 1cm. Finely chop the onion as well. 	In a large non-stick pan, heat the olive oil. Once the oil is hot, fry the onions for about 5 minutes.	 Throw in the potatoes as well and keep stirring. Heat on medium heat for a couple of minutes. 	Pour in the hot vegetable stock. Cover the pan with a lid and cook on low heat for about 15 minutes.	 Add in the frozen peas and continue cooking for another 5 minutes. 	7. Remove the pan from the heat and stir in the grated cheese.	 Roll out the shortcrust pastry, using flour so it doesn't stick to the work surface. Use a small plate as a template to cut 	out 6 circles from the pastry.	 Evently spoon the filling into each circle of pastry. Fold the circles in half across the filling and crimp (compress) the eddaes with a fork. Score the tons of the pasties with small 	lines to allow heat to escape when cooking.	10. Brush the pasties with the beaten egg, before cooking them in the oven for 20 minutes, or until they're golden brown.
School Packed Lunches Snack	Oat and Raisin Cookies				Ingredients	• 85g butter • 40g sunflower seeds	75g soft brown sugar • 50g plain flour	1 tsp vanilla extract 1 egg, beaten	• 75g porridge oats	• 75g raisins • ½ tsp salt	We know it's easy to run	School Packed Lunches	Veggie Pasties						Ingreatents	T the olive oil T onlion	• 4 potatoes	200ml hot vegetable stock	• 150g frozen peas	 500n shortcrust bastru 	• 1 egg, beaten

Healthy Lunchboxes

A Guide for Parents

NHS guidelines suggest that a balanced lunchbox will contain something from each of the following groups:

- · a starchy food such as bread, pasta or rice
- a protein source such as meat, fish, egg or beans
- a source of calcium such as yoghurt, cheese or milk
- fresh vegetables or salad
- fruit (including fresh fruit juice and dried fruit)

Make fruit fun and easy to eat by chopping it into small pieces and including a spoon. You can stop fruit such as apples and bananas from going brown by tossing them in a little water mixed with lemon juice and storing in an airtight container. You can use cookie cutters on fruit that can be cut into larger slices, such as melon or pineapple.

Try not to include foods high in fat and sugar on a daily basis. Make healthy swaps, such as crunchy carrot sticks instead of crisps, or a fruity yoghurt instead of a cake.

Don't forget your leftovers. If you've had a pasta meal, for example, the leftovers can quickly be turned into a nutritious pasta salad with the addition of a few chopped fresh vegetables. Leftovers from the Sunday roast also make fantastic sandwich fillings.

Chiller packs are readily available at the supermarket – pop a couple in the freezer so you always have one ready to slip into the lunchbox to keep things cool and fresh. Alternatively, you could freeze juice boxes and pop one of those in the box – by lunchtime it will have defrosted, all the while keeping the lunch fresh.

Reduce your use of single-use plastics by avoiding plastic spoons and drinks with straws, and using foil instead of plastic wrap. There are lots of reusable plastic food containers available now and it's also more cost-effective to buy larger pots of foods such as yoghurt and decant a portion into a reusable container.

Get your kids involved in making packed lunches – even the youngest can have a go at buttering a piece of bread and adding a filling. Set up a production line and you'll be surprised how quickly the lunches get done!

Plan a week's lunches in advance - try using this handy Weekly Lunchbox Planner.

You can make sandwiches more interesting by using different types of breads – try tortilla wraps, chapattis, pitta or bread flavoured with herbs, seeds or cheese. It's also fun to use cookie cutters to cut sandwiches into different shapes.

If your child is bored of sandwiches, try making a colourful pasta or rice salad, or send them with a dip such as hummus and a handful of breadsticks and veggie sticks.

Don't be tempted to include too much in your child's lunchbox, especially for younger children. Think about what you would serve them for a normal lunch at home. Often, children struggle to eat large amounts and they are always keen to finish quickly so that they can go outside to play with their friends!

Weekly Lunchbox Planning Record

Week beginning -

	Monday	Tuesday	Wednesday	Thursday	Friday	Shopping List
Sandwich/Salad						
Dairy						
Fruit/Veggies						
Snack/Treat						
Notes/Comments						

Recommended Websites to Support Learning

https://www.oxfordowl.co.uk/

https://www.bbc.co.uk/bitesize

https://www.nationalgeographic.org/

https://www.dkfindout.com/uk/

https://www.booktrust.org.uk/

https://www.phonicsplay.co.uk/

https://ed.ted.com/

https://www.youtube.com/c/RuthMiskinTrainingEdu

Educational Apps

The following apps cover a range of activities and support learning in a number of subjects.

- Teach Your Monster to Read (For school-aged children): Covers the first two years of learning to read, from matching letters and sounds to enjoying little books, designed in collaboration with leading academics.
- Navigo Game (For school-aged children): Focuses on developing skills that underpin reading, including phonics, letters and sounds, designed by UCL Institute of Education and Fish in a Bottle.
- Fonetti (For school-aged children): The world's first 'Listening Bookshop' interacting with children by giving visual cues in real-time as they read aloud and highlighting where the most support is needed.
- Cambridge Science: Created by Cambridge University Press, Cambridge Science is an app using 360degree technology. You'll find 360-degree videos and photos grouped into categories such as: Earth, Water, Plants, Solar System and the Human Body. Visit stunning landscapes and breathtaking places, both real and digital. Learn lots of interesting facts.

School Subscriptions

We have a number of subscriptions we use for school use and for which parents and children have access. These are listed below including some brief guidelines on how to use them.

Classdojo = All Year Groups	Read, Write, Inc = Years 2, 3, 4, 5 and 6
ClassDojo	Read Write Inc. Spelling
ClassDojo is a school communication platform that teachers, pupils, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages. To login to Classdojo, visit <u>www.classdojo.com</u> and sign in as a parent. If you are new to the school, you will need to be 'connected' to your child's class. We will provide instructions on how this is done.	Using a proven approach underpinned by phonics, fast-paced lessons and an online subscription, Read Write Inc. Spelling prepares children for the higher demands of the statutory spelling assessments in England. To access your learning platform, please visit: https://www.oxfordowl.co.uk/login?active- tab=students Ensure you have selected the `Student' tab
Active Learn = All Year Groups	Century = Years 3, 4, 5 and 6
Your child's teacher will often set work on Active Learn for Maths. Visit: www.activelearnprimary.co.uk and log in with the details provided by your teacher.	Century is for children in years 3 – 6. Homework is set on Century for English, Maths and Science. Additionally, children can use Century to continue learning as the software uses artificial intelligence to allocate work according to the child's abilities. Visit: app.century.tech/login and user your username and password to login
School Jam = Reception, Year 1 and 2	Pickatale = All Year Groups
SCHOOLJAM Fun activities linked to what your child is learning in school	Pickatale
Maths Homework and tasks are allocated on School Jam for child in years 1 and 2. School Jam is accessed as a mobile app School Jam on the App Store (Apple devices): <u>https://apps.apple.com/gb/app/school- jam/id1447069305</u> School Jam on the Play Store (Android devices): <u>https://play.google.com/store/apps/details?id=com</u> .pearson.android.parentalengagement&hl=en_GB& gl=US	We use Pickatale to further re-enforce reading. This is open to all year groups. Download the app and use your username and password to login Apple Users: <u>https://apps.apple.com/gb/app/pickatale- school/id1533803381</u> Android Users: <u>https://play.google.com/store/apps/details?id=com</u> <u>.Pickatale.PFS&hl=en_GB≷=US</u>