

Year 5 and 6 Parent Workshop

Year 5

Miss Shell r.shell@chalkridgepri.hants.sch.uk

Mrs Taylor a.taylor@chalkridgepri.hants.sch.uk

Miss Bourke i.bourke@chalkridgepri.hants.sch.uk

Year 6

Mrs Burns h.burns@chalkridgepri.hants.sch.uk

Miss Perry m.perry@chalkridgepri.hants.sch.uk



School Uniform

- Navy-blue jumper/sweatshirt or cardigan (no hooded tops);
- Light blue polo shirt, shirt or blouse;
- Grey trousers, skirt or pinafore dress (summer cotton dress in blue and white);
- White, navy-blue or grey socks/tights;
- Conventional outdoor shoes in dark colours (conventional sandals may be worn in the summer);
- Hair longer than shoulder length tied up using plain coloured hairbands.



PE School Uniform

- Light blue t-shirt;
- Navy blue PE briefs, shorts, jogging bottoms or wrap over games skirt;
- Light blue fleece or sweatshirt (no hooded tops);
- Trainers or plimsolls for outdoor PE (not fashion trainers).

Safety Notes

- Earrings should be removed during all PE activities (taped if newly pierced).
- All indoor PE in bare feet.
- Hair longer than shoulder length tied up in plain coloured band.
- No hooded tops allowed.



Equipment Needed

Your children will not be required to bring in their own pencil cases or equipment as this will be provided for them.

PE kit will need to be worn into school on days where PE is taught.

Year 5 – Wednesday and Thursday

Year 6 – Monday and Thursday

We expect home learning to be completed to the same standard as work is completed in school.

Please note, children are not allowed to bring toys or fiddle toys from home. Fiddle toys will be provided where needed.

Times Tables Rock Stars

- 'Times Tables Rockstars' enables children to practise and learn times tables at home and school.
- It enables them to improve their fluency and recall multiplication (and division) facts quickly.
- [Times Tables Rock Stars \(ttrockstars.com\)](http://ttrockstars.com)
- Rockstar day: Friday 13th September

[What is Times Tables Rock Stars? Parents and Carers Guide \(youtube.com\)](https://www.youtube.com/watch?v=...)





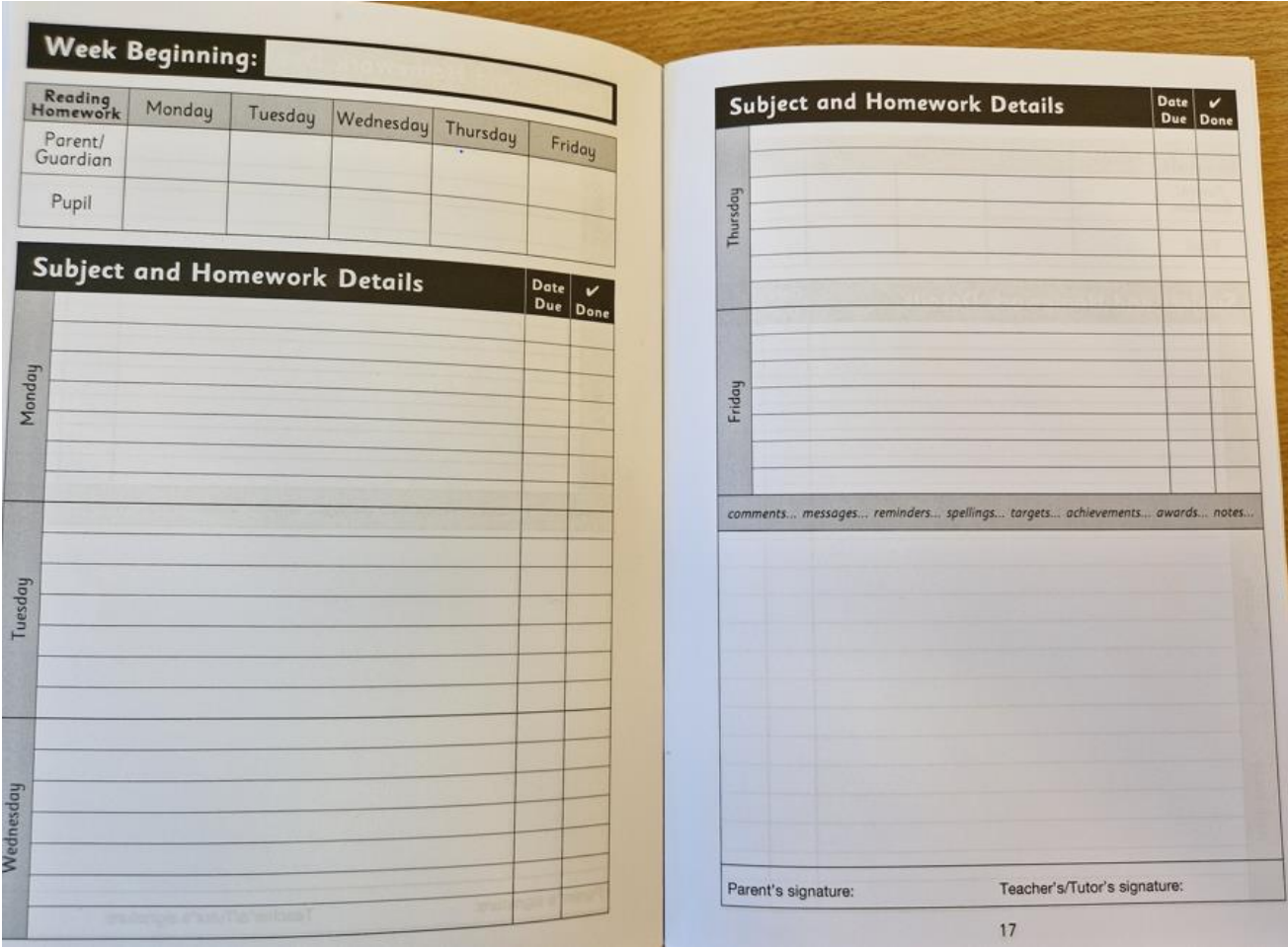
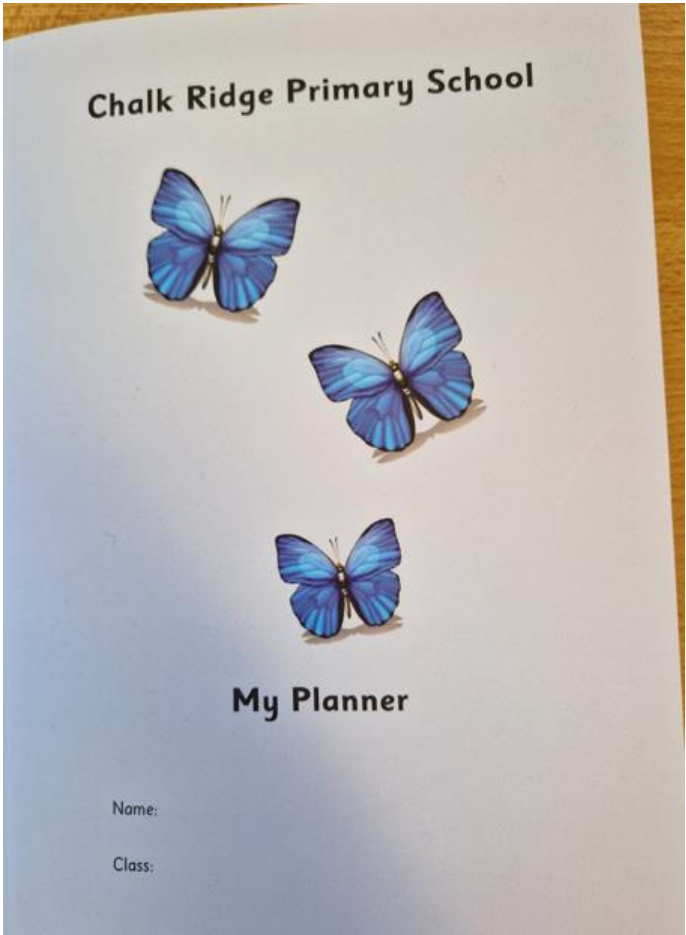
Reading

Regularly listening to your child read and reading to your child will benefit them. Through reading, children can:

- Develop their sense of self,
- Improve emotional literacy,
- Develop empathy.

At Chalk Ridge, the expectation is that children are listened to at home at least 5 times a week. For every five reads, the children will also receive a raffle ticket towards winning their own book to keep. Planners need to be in school everyday and children will be given the opportunity to change their reading books weekly.

Planners



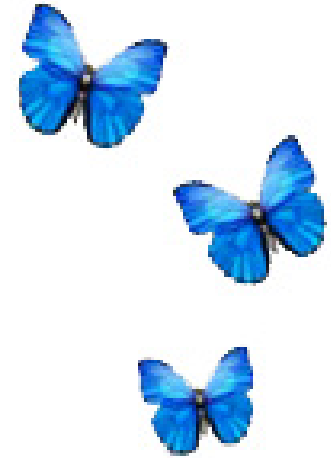
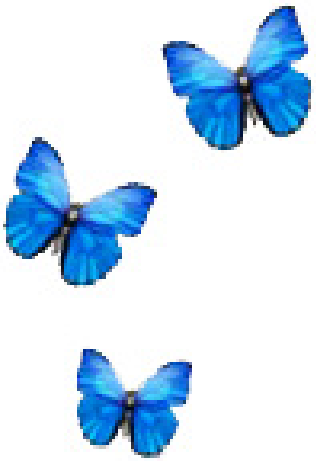


Key Dates This Term

- Photographer in school on 19th September
- School census day on 3rd October – We encourage children to have a hot school dinner!
- School Disco on 17th October
- Parents Evenings on 5th and 6th November
- Flu Immunisation day with the NHS on 26th November

Diary Dates

- Times Tables Rock Star Day – 13th September 2024
- Climate Change Day – 25th September 2024
- Odd Sock Day – 13th November 2024
- Children in Need – 15th November 2024
- Christmas Jumper and Dinner Day – 12th December 2024
- Safer Internet Day – 11th February 2025
- Break the Rules Day – 13th February 2025
- World Book Day – 6th March 2025
- Red Nose Day – 14th March 2025

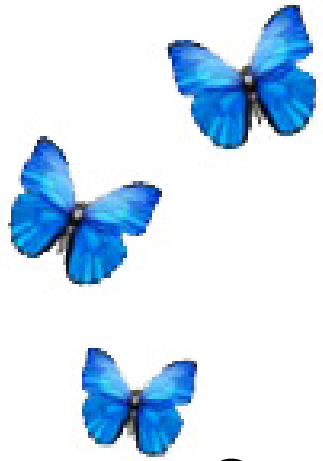


Curriculum - Chalk Ridge Primary School - School Websites

Chalk Ridge Curriculum Autumn Term

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science	Seasons: Autumn	Describing materials Seasons: Autumn and Winter	Animal life cycles	Magnets Animals, skeletons and movement	Mixing and separating them Digestion	Fossils, geological time and classification Space and gravity	How light behaves Classification and evolution
Geography	Local surroundings Features of a map	My school Title- What is special about our school?	The UK Weather and seasons The sun is always shining in the UK	Local study settlement and land use Why do we like our local area and does it meet our needs?	Southampton Is Southampton the gateway to the world?	Australia: Oceania and the UK Is every country equal?	Local area and Rio de Janeiro Rio de Janeiro is a world away from south Hampshire. How is Brazil different from the UK
History	Themselves/ important events in their own lives	Toys: changes in living memory	Great Fire of London: Significant events beyond living memory Samuel Pepys: Nationally significant people	Stone Age to Iron Age Britain: settlement.	Saxon and Scots: settlement Invasion/ settlement	Local History: The Battle of Britain Thornycroft and evacuation Legacy/threat of invasion	Ancient Greece Legacy
	Concept-Belonging Golden thread- Belonging	Concept - belonging Golden thread – belonging Context – all about me	Concept - special Golden thread – special Context – special books	Concept - belonging Golden thread - belonging Context – belonging in	Concept - Holy Golden thread - Special Context – Mary	Concept - Umma Golden thread – community Context – What does it	Concept - imagery Golden thread - Context – Images of Jesus

Year 5



Our team...

Mrs Taylor

Miss Bourke

Miss Shell

Mr Collingwood

Miss Wills

Miss Gundry

Mrs Rowland

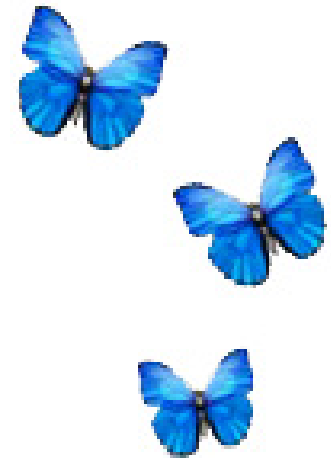
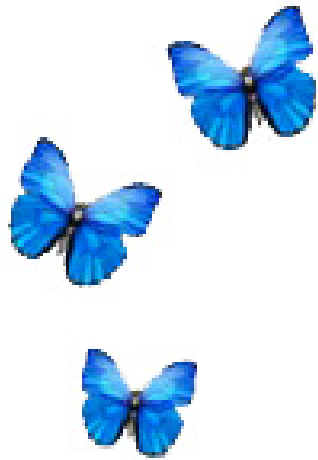
5S

Monday		Tuesday		Wednesday		Thursday		Friday	
08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task
09:00 – 09:30	Guided Reading	09:00 – 09:30	Key Stage Assembly	09:00 – 09:30	Guided Reading	09:00 – 10:30	PE with Sports Coach	09:00 – 09:30	Guided Reading
09:30 – 10:30	Maths	09:30 – 09:50 09:50 – 10:30	Guided Reading Maths	09:30 – 10:30	Maths			09:30 – 10:30	Maths
10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime
10:45 – 11:00	Maths Class Marking and Self-reflection	10:45 – 11:00	Maths Class Marking and Self-reflection	10:45 – 11:00	PE with Sports Coach	10:45 – 12:00	PPA (Guided Reading, Library, TTRS)	10:45 – 11:00	Maths Class Marking and Self-reflection
11:00 – 12:00	English	11:00 – 12:00	English	11:00 – 12:00	PE with Sports Coach			11:00 – 12:00	English
12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime
13:00 – 13:05	Register	13:00 – 13:20	Register and Handwriting	13:00 – 13:05	Register	13:00 – 13:20	Register and Handwriting	13:00 – 13:20	Register and Handwriting
13:05 – 14:00	History	13:20 – 14:00	RE	13:05 – 14:10	Maths	13:20 – 14:20	Art	13:20 – 14:40	Science
14:00 – 14:40	French	14:00 – 15:00	PSHE	14:10 – 14:40	Library	14:20 – 15:00	Computing	14:40 – 15:00	Whole School Celebration Assembly
14:40 – 15:00	Whole School Assembly			14:40 – 15:00	Singing Assembly (Times Table Intervention)				
15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book

5TB

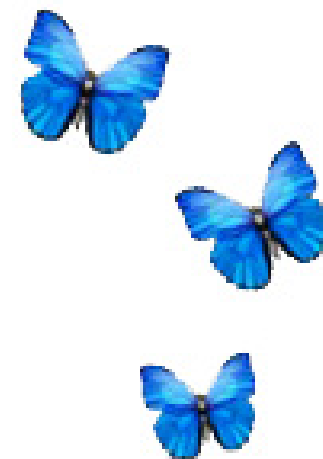
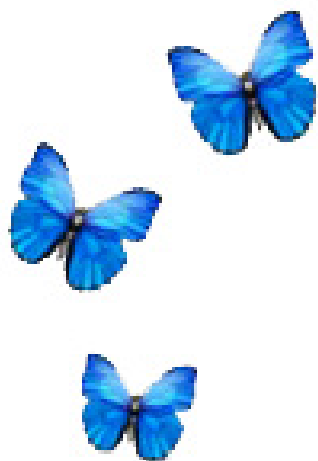
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09:00 – 09:30		09:00 – 09:30	Key Stage Assembly	09:00 – 09:30	Guided Reading			09:00 – 09:30	Guided Reading
09:30 – 10:30	Maths	09:30 – 09:50	Maths	09:30 – 10:30	Maths	09:00 – 10:30	PE with Sports Coach	09:30 – 10:30	Maths
		09:50 – 10:30							
10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime
10:45 – 11:00	Guided Reading	10:45 – 11:00	Guided Reading					10:45 – 11:00	Maths Class Marking and Self-reflection
11:00 – 12:00	English	11:00 – 12:00	English	10:45 – 12:00	English	10:45 – 12:00	PPA (Guided Reading, Library, TTRS, No Nonsense)	11:00 – 12:00	English
12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime
13:00 – 13:05	Register silent Reading	13:00 – 13:20	Register and Handwriting	13:00 – 13:05	Register Silent Reading	13:00 – 13:20	Register and Handwriting	13:00 – 13:20	Register Silent Reading
13:05 – 14:00	History	13:20 – 14:00	RE	13:05 – 14:10	PE	13:20 – 14:20	Art	13:20 – 14:40	Science
14:00 – 14:40		14:00 – 15:00		PSHE		14:10 – 14:40		Library	
14:40 – 15:00	Assembly		14:40 – 15:00		Singing Assembly (Times Table Intervention)				14:40 – 15:00
15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book

Maths



Number & Place Value	Read, write, order and compare numbers to at least 100,000 and determine the value of each digit. Identify, represent and estimate numbers using different representations including number lines Round any number to the nearest 10, 100, 1000, 10,000 and 100,000.
Addition, Subtraction, Multiplication & Division	Add and subtract whole numbers with more than 4 digits. Represent solutions appropriately using informal and formal written methods. Add and subtract mentally with increasingly large numbers e.g. $12,462 - 2300 = 10,612$ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Represent multiplication and division facts as grid arrays, link to rectangular areas, identifying factors as whole number side lengths of rectangles.
Fractions	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Compare and order fractions whose denominators are all multiples of the same number. Recognise mixed numbers and improper fractions and convert from one form to another. Write mathematical statements >1 as a mixed number. Add and subtract fractions with the same denominator beyond 1 and multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Complete, read and interpret information in tables, including times tables.
Measurement	Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Use all four operations to solve problems involving measure (length), using decimal notation.
Geometry (Shapes)	Calculate and compare the area of rectangles, including squares, and including using standard units (CM ² and M ²) and estimate the area of irregular shapes.
Geometry (Position & Direction)	Identify angles at a point and one whole turn (360°), at a point on a straight line and half a turn (180°) and other multiples of 90°. Know that there are four right angles in a complete turn and two right angles in half a turn.

English



Focus Text/Stimulus	Writing Objectives	Reading Objectives
Leon and The Place Between Angela McAllister & Grahame Baker-Smith	<ul style="list-style-type: none">• Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.• Use expanded noun phrases to convey complicated information concisely.• Detail / events are supported through elaboration and use of appropriate vocabulary, e.g. technical, precise/vivid language according to the writing purpose and genre.• Use dictionaries to check the spelling and meaning of words.• Use a thesaurus.• Sentence structure is varied.• Evaluate and edit by assessing the effectiveness of their own and others' writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.• Proof-read for spelling and punctuation errors.	<ul style="list-style-type: none">• Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.• Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen.• Provide reasoned justifications for their views.• Predict what might happen from details stated and implied• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
The Lion and The Unicorn Shirley Hughes		<ul style="list-style-type: none">• Identify how language, structure and presentation contribute to meaning.• Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'.

Year 5 Autumn Term 1

*What was life like
in Tudor England?*

English

We are beginning by exploring the text 'Leon and the place between.' The children will create character descriptions and setting descriptions before composing their own narrative mirroring the text.

After this text, we will explore "The lion and the Unicorn." The children will be writing a diary entry from the perspective of a character in the book.

In Guided Reading, we are exploring the books 'Letters to the lighthouse' and 'Goodnight Mr Tom'. During our guided reading lessons, we are focusing on developing the skills of summarising, retrieval, inference, predicting and answering comprehension and inference questions.

We will continue to reinforce spelling strategies and vocabulary and encourage continued development of neat legible, joined up handwriting.

Parent Information

In Year 5, our PE days will be Wednesday mornings (5S) and Wednesday afternoons (5TB) and Thursday mornings (All year 5). The children will need to come in wearing the appropriate PE kit on these days with piercings removed and long hair tied back.

Every week spellings will be sent home on a Thursday. These will need to be practiced at home and learnt ready for a spelling test the following week. Children will need to log into Times Table Rockstars every week and learn their set times tables which they will be tested on at least once a week. To secure progress, please ensure children are reading independently and also to an adult at least five times a week and ensure this is recorded in their homework planner. Children will need to complete a set homework project during the first half of the term. The children will have a choice as to which project they would like to pick.

Music

We are looking at 'A Bao A Qu' which are ten pieces of music. Our focus is on pitch and structure, in particular scales.

Maths

In maths we be reading, writing and recognising the value of numbers with up to five digits. We will use concrete and pictorial resources to support, explain and reinforce our understanding.

We will consolidate our knowledge on all four operations, starting with addition and subtraction. We will begin with discussing mental strategies and move onto formal written methods. We will link this to measurement, recapping length and perimeter.

Following this, we will explore fractions. We will begin by finding equivalent fractions, using pictorial resources such as fraction walls. We will then move onto more complex ideas with ordering and comparing fractions with different denominators.

History

For History, we will be exploring life in Tudor England. We will discover all about the reign of Henry VIII, including why he had so many wives and why having a son was so important to him. We will then look at the lives of ordinary people, before moving on to Queen Elizabeth I, studying in depth a Royal Progress and recreating our own here at Chalk Ridge.

PE

Year 5 will develop their leadership and team building skills through a variety of challenges and games. They will take part in activities to develop their skills in a variety of areas including Football.

Art

Year 5 will be exploring 3-dimensional art and installation art pieces. Looking at how artists and sculptures incorporate an interactive dynamic into their work.

Science

Our first unit in Science will explore Fossils, Geographical Time and Classification. The children will be investigating how fossils are formed and how these enable geologists to understand our world in more depth. We will classify animals using scientific categorisation, using similarities and differences between species to sort them.

RE

We are focusing on what it means to be a Muslim. Looking in depth at the concept of Umma in Islam. By the end of the unit, the children will understand what Umma is and the importance of community Muslims.

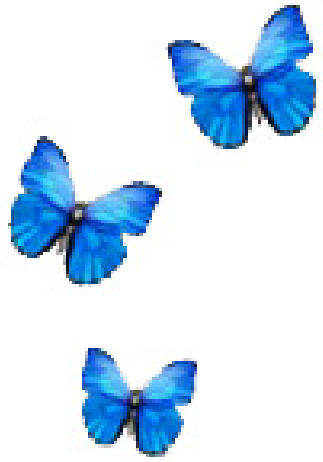
Computing

The children will be learning about networks, focussing on systems and searching.

PSHE

During PSHE we will be looking at emotions. The emotion we are focusing on is anger. We will discuss how to control anger and de-escalation strategies to use when feeling angry.

Year 6



Mrs Burns

Miss Perry

Mrs Neal

Miss Spekes

Mrs Powell

Mrs King

Year 6

Monday		Tuesday		Wednesday		Thursday		Friday	
08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task
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09:30 – 10:30	PPA - French	09:30 – 10:30	Maths -LbQ	09:30 – 10:30	Maths - LbQ	09:30 – 10:30	Maths - LbQ	09:30 – 10:30	Maths
10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime
11:00 – 12:00	PE with Sports Coach	10:45 – 11:00	Guided Reading	10:45 – 11:00	Handwriting	10:45 – 11:00	Handwriting	10:45 – 11:00	Handwriting
		11:00 – 12:00	English	11:00 – 12:00	English	11:00 – 12:00	English	11:00 – 12:00	English
12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime
13:00 – 13:05	Register	13:00 – 13:05	Register	13:00 – 13:05	Register	13:00 – 13:05	Register	13:00 – 13:05	Register
13:05 – 14:00	Maths	13:05 – 14:30	Science	13:05 – 14:00	Geography	13:05 – 14:00	PE	13:05 – 13:55	Computing
14:00 – 14:40	English			14:00 – 14:40	Music	14:00 – 15:00	DT	13:55 – 14:40	RE
14:40 – 15:00	Whole School Assembly		14:30 – 15:00	PSHE	14:40 – 15:00			Singing Assembly	14:40 – 15:00
15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book

Maths

Number & Place Value

Read, write, order and compare numbers to at least 10,000,000 and determine the value of each digit.
Identify, represent and estimate numbers using different representations including number-lines.
Round any whole number to a required degree of accuracy (represent on a number line)
Identify the value of each digit to three decimal places and multiply and divide numbers by 10,100 and 1000 where the answers are up to three decimal places.
Identify common factors, common multiples and prime numbers.
Express missing number problems algebraically.
Find pairs of numbers that satisfy pairs of numbers involving two unknowns.

Addition, Subtraction, Multiplication & Division

Add and subtract whole numbers with more than 4 digits. Represent solutions appropriately using informal and formal written methods.
Perform mental calculations, including with mixed operations and large numbers.
Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
Use knowledge of the order of operations to carry out calculations involving the four operations.
Multiply multi-digit numbers up to 4-digits by a 2-digit whole number using a formal written method of long multiplication.
Divide numbers up to 4-digits by a 2-digit whole number using a formal written method of long division, and interpret remainders as a whole number, fraction or by rounding as appropriate for the context.

Fractions

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
Compare and order fractions, including fractions larger than one.
Solve problems involving the calculation of percentages, eg 15% of 360 and the use of percentages for comparison.

Measurement

Recognise the same areas can have different perimeters and vice versa
Complete, read and interpret information in tables, including timetables
Solve problems involving durations of time and fractions of time e.g. $\frac{2}{3}$ of a day in hours
Solve problems involving the calculation and conversion units of measure (g/kg ; ml/l) using decimal notation up to three decimal places .
Use, read, write and convert between standard units, converting measurements of mass and capacity from a smaller unit of measure to a larger unit and vice versa.
Understand and use equivalences between metric units and common imperial units such as pounds and pints.

Geometry (Shapes)

Complete, read and interpret information in tables, including timetables.
Solve problems involving durations of time and fractions of time e.g. $\frac{2}{3}$ of a day in hours.
Identify angles where they meet at a point, on a straight line or are vertically opposite and find missing angles.

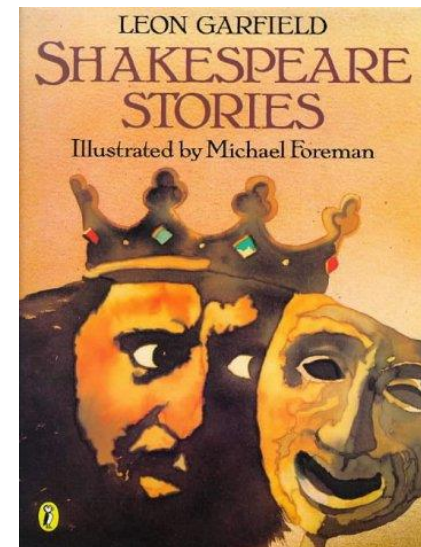
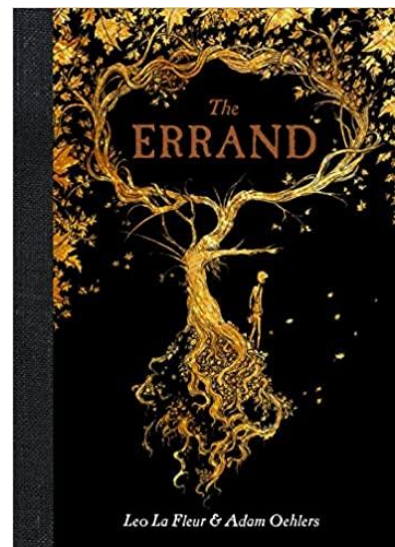
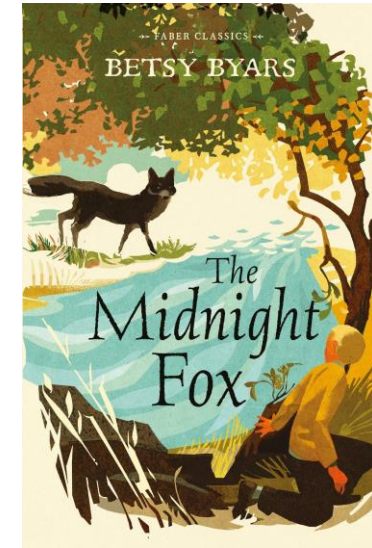
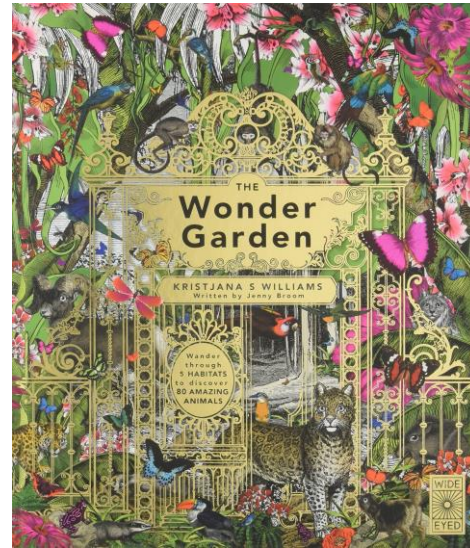
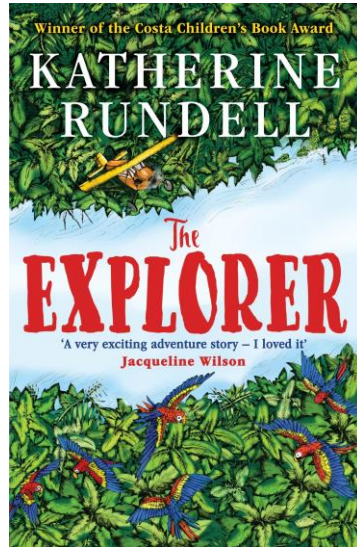
Geometry (Position & Direction)

Describe positions on the full coordinate grid (all four quadrants).
Draw and translate simple shapes in the coordinate plane and reflect them in the axes.

English

Focus Text/Stimulus	Writing Objectives	Reading Objectives
<p>Titanium Music Video – David Guetta</p>	<p>Use expanded noun phrases to convey complicated information concisely. Use a wide range of devices to build cohesion within paragraphs. Use commas to clarify meaning or avoid ambiguity in writing. Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify.' Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p>Ask questions to improve their understanding of a text. Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Predict what might happen from details stated and implied.</p>
<p>The Explorer by Katherine Rundell</p>	<p>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. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identify the audience for and purpose of the writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Spell some words with 'silent' letters. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Linking ideas across paragraphs through tense choice. Draft and write by using a wide range of devices to build cohesion within paragraphs. Proof-read for spelling and punctuation errors. Ensure the consistent and correct use of tense throughout a piece of writing. Use brackets, dashes or commas to indicate parenthesis. Use the perfect form of verbs to mark relationships of time and cause. Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis. In narratives, describe settings, characters and atmosphere.</p>	<p>Ask questions to improve their understanding of a text. Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context. Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas. Provide reasoned justifications for their views. Ask questions to improve their understanding of a text. Make comparisons within and across books. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Use dictionaries to check the spelling and meaning of words.</p>

Key Texts



English

We will be writing setting descriptions based on the music video for the song Titanium. We will then use the text 'The Explorer' by Katherine Rundell, to inspire us to write non-chronological reports, diary entries and narratives. We will develop our use of dialogue in writing along with figurative language.

We will also be reading 'Survivors' by David Long, which features real life stories of survival as well as other non-fiction texts based on the Amazon rainforest.

In guided reading we will be developing the skills of retrieval, inference and summarising.

We will continue to reinforce spelling strategies and vocabulary and encourage neat legible, joined up handwriting.

Parent Information

In Year 6 our PE days will be Monday and Thursday and the children will need to come in wearing the appropriate PE kit.

Every week spellings will be sent home on Monday. These will need to be learnt for a spelling test the following week. Children will need to log into Times Table Rockstars every week and learn their set times tables for which they will be tested on at least once a week. Ensure children are reading independently and to another adult at least five times a week and ensure this is recorded in their homework planner. Children will need to complete a set homework project during the first half of the term.

We also have our very exciting Year 6 residential this half term.

Music

In music, we will be looking at a minimalist composition 'A Short Ride in a Fast Machine', by the Bournemouth Symphony Orchestra. The children will use this stimulus to make their own minimalist composition. We also have Hampshire Music Service in to work with one class this half-term and one class next half-term. The children will be learning more complicated singing skills.

Year 6

Autumn Term 1

Why does population change?

Science

Electricity – controlling electrical circuits.

For science we will be investigating how electrical circuits can be controlled. We will investigate the difference between current, voltage and resistance.

We will be carrying out experiments to prove that batteries only have a limited life, making appropriate observations and drawing conclusions using specific scientific vocabulary.

RE

We will study the imagery associated with Christianity. They will examine how Jesus is portrayed and the possible different meanings these portray.

Computing

In computing, we will be looking at Internet Protocol Addresses (IP Address) and learning how information is transferred between computers. The children will then be able to practice this on our laptops.

Maths

In maths we be reading writing and recognising the value of numbers up to ten million, as well as rounding and ordering them.

We will be consolidating and practising the four number operations using relevant written methods as well as strategies to enable children to be more fluent in number. This will enable more complex mental maths calculations.

Furthermore, children will be able to identify common factors, common multiples and prime numbers.

We will work to become confident when finding equivalent fractions, so that we can order and compare. Additionally, we will develop skills to convert fractions, decimals and percentages

Geography

We will be looking at the key question 'Why does population change?' in our geography unit. The children will learn about population distribution across the world and then focus in on reasons as to why it has increased. We will also be completing field work where children will be creating a survey to look at population distribution in two local areas. The children will then use this data to compare the two areas' population.

PSHE

In PSHE, we are focusing on the emotion worry. Children will learn strategies to help them deal with worries. We will then move onto a unit looking at first aid. We will identify the signs of someone with a serious head injury.

PE

In PE, the children will be looking at orienteering, focusing on team building and communication skills. With the sports coaches, the children will be learning how to play tag rugby.

DT

In DT, we will be sewing waistcoats for a teddy bear. The children will learn how to thread a needle and complete a simple running stitch before designing and then making their waistcoat.

SATs

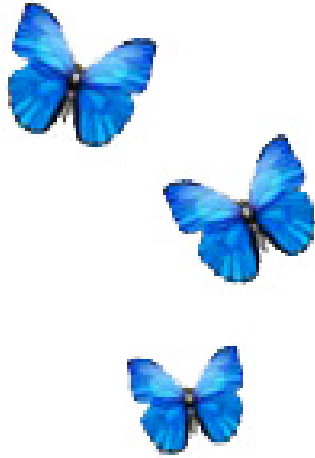
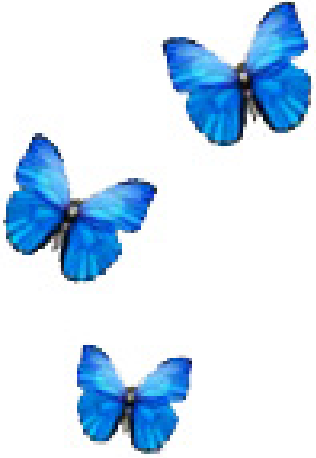
SATs tests have been designed to give a measure of attainment in three subject areas:

- **Reading**
- **Mathematics**
- **Spelling, punctuation and grammar**

These tests are set and marked externally, and the results are used to measure the school's performance (for example, through reporting to Ofsted and published league tables). Your child's marks are used, in conjunction with their teacher's assessment, to give a broad picture of their levels of attainment which is important when making their transition to Year 7.

Tests will begin on the week beginning **Monday 12th May 2025**





Reading and Spelling, Punctuation and Grammar

- The reading test is a single paper with questions based on three passages of text. Your child will have one hour, including reading time, to complete the test.
- The Spelling, Punctuation and Grammar (SPAG) test consists of two papers. A 45 minute SPAG test, followed by a further spelling test where children will be tested on 20 different words.

Maths

Maths consists of 3 papers: An arithmetic paper and two reasoning papers.

19 $7 - 2.25 =$

1 mark

20 $0.9 \div 100 =$

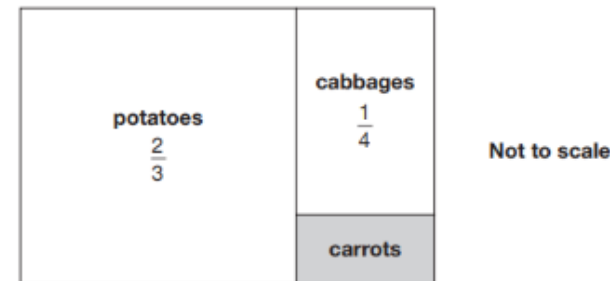
1 mark

21 $9 - 1.9 =$

1 mark

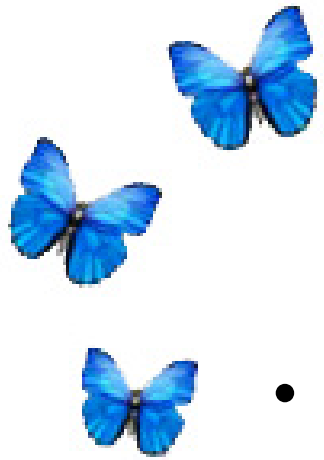
This is a diagram of a vegetable garden.

It shows the fractions of the garden planted with potatoes and cabbages.

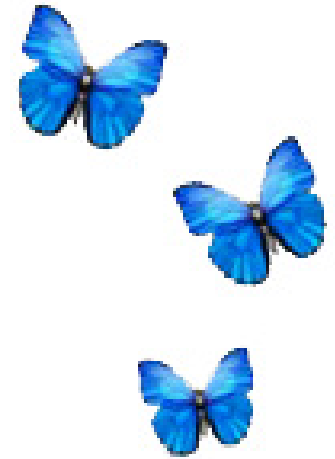


The remaining area is planted with carrots.

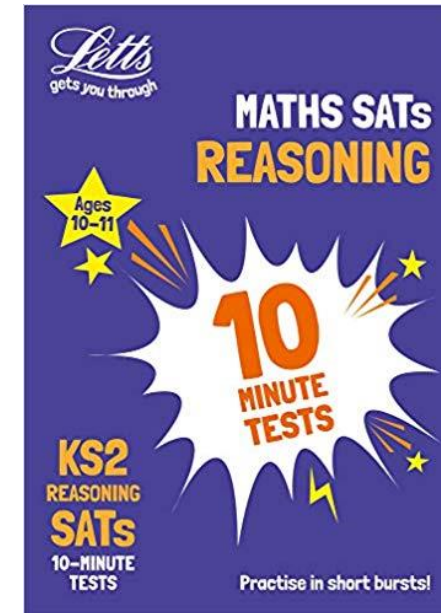
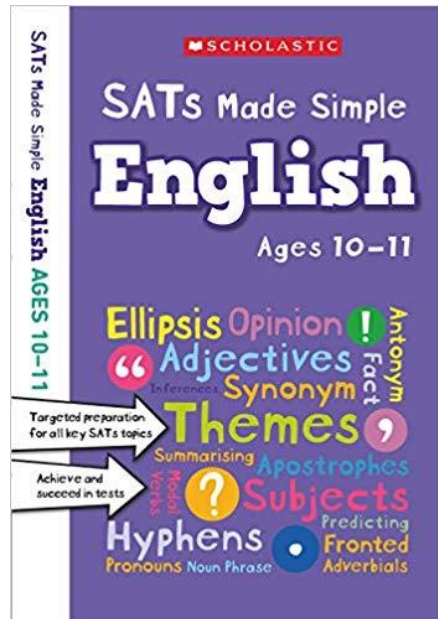
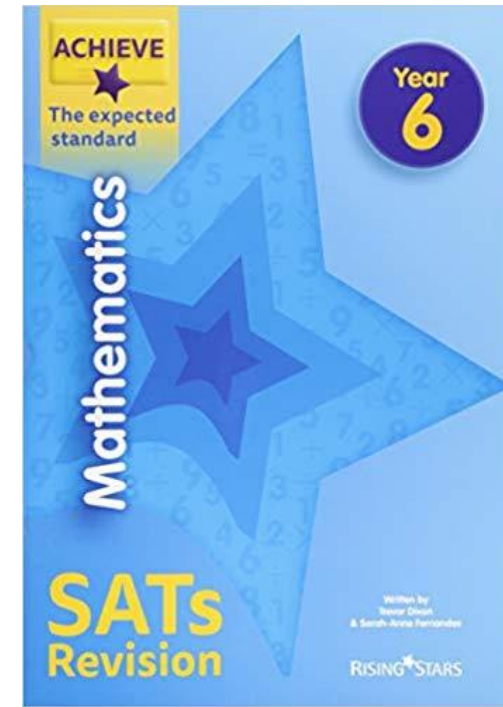
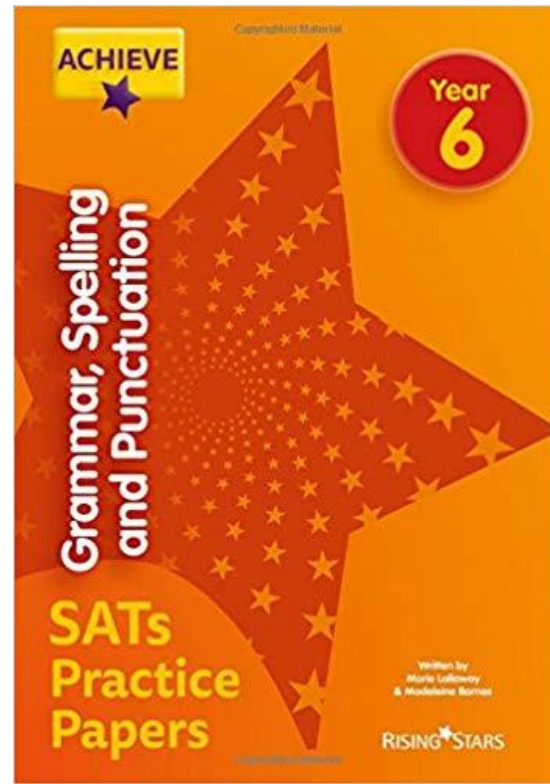
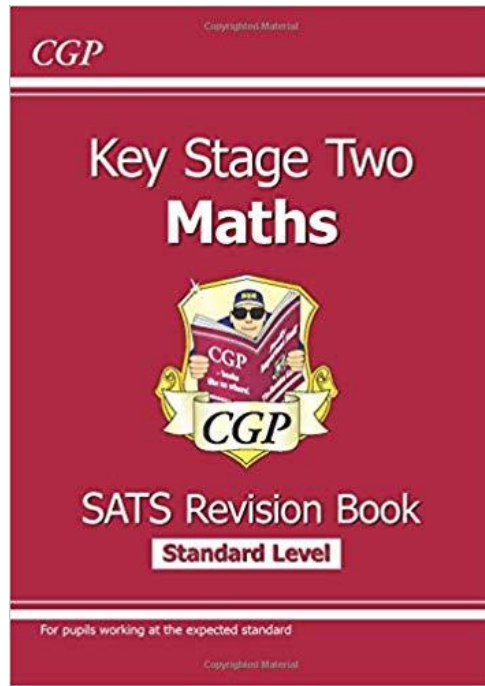
What **fraction** of the garden is planted with carrots?



How to support your child



- Regular reading
- Ask questions - Who? – How do you know? What do you think? Prove it?
- Regular times table practise
- Mental maths practise for fluency
- Spelling rules and the Y3/4/5/6 spelling list
- Prepare for the week with food and sleep!





Key Dates This Term

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- 
- Times Table Rockstar Day Friday 13th September
 - Photographer in school on Thursday 19th September
 - Climate Unity morning on Wednesday 25th September
 - School Census Day on Thursday 3rd October (no packed lunch day)
 - Home Learning due in on 21st/22nd October
 - INSET day Monday 4th November
 - Parents Evenings on Inset Day on Tuesday 5th and Thursday 7th of November.

Attainment 2023 – 2024

<O:\Head Teacher\ASSESSMENT\Assessment 23-24\EYFS and Phonics Perspective Lite.docx>

[O:\Head Teacher\ASSESSMENT\Assessment 23-24\MTC Benchmark \(Keypas\).docx](O:\Head Teacher\ASSESSMENT\Assessment 23-24\MTC Benchmark (Keypas).docx)

<O:\Head Teacher\ASSESSMENT\Assessment 23-24\Key Stage 2 comparative report 2024.docx>

School Development Plan 2023-2024



Quality of Teaching and Learning

Ensure all year group attainment in the core subjects is broadly in line with the Local Authority and National data with a sharper focus on the end of Year 2 and Year 6.

Improve the consistency of high-quality teaching strategies with a sharper focus on maths and writing.

Ensure children are being taught a well sequenced, broad and balanced foundation curriculum so they know more, remember more and can do more.

Leadership and Management (including governance)

Improve the effectiveness of subject leaders so they make a greater contribution to school improvement.



School Development Plan 2024 – 2025



Priority 1 Quality of Education

Develop recall and retention of knowledge in maths to increase the proportion of pupils achieving the expected standard and greater depth.

Priority 2 Quality of Education

Increase the application of correct spelling, punctuation and grammar to ensure more children are working at EXS and GDS in writing.

Priority 3 Leadership and Management

Develop the implementation and impact of the foundation curriculum to ensure that it has golden threads which promote the cultural capital of all Chalk Ridge pupils.

Priority 4 Leadership and Management

Ensure that the school budget is fit for purpose, effectively managed to meets the needs of the children and is not in deficit at the end of the fiscal year.



- Attendance – met national 94%
- School Census – 3rd October 2024 (no packed lunches in KS1)
- PTA – AGM is on Tuesday 1st October 24 6.30pm
- Newsletter

