

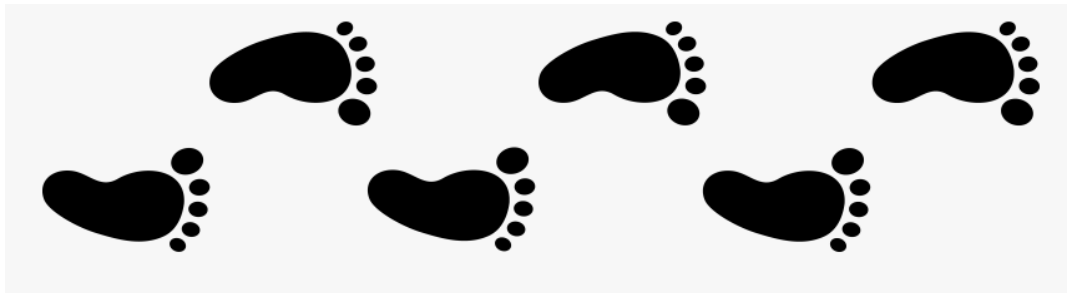
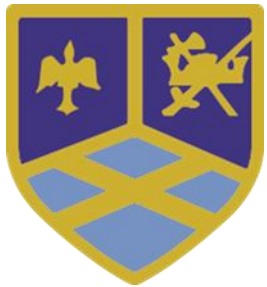
Welcome to St. Alban's



Transition Meeting

Year 5

*Following in the
footsteps of Jesus we
love, live and learn
together.*



The Year 5 Team

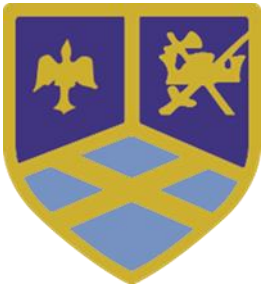
**Miss Ingram ~ Year 5 Class Teacher &
KS2 Phase Leader**

Mrs Williams ~ Teaching Assistant Yr1/5



Our School Rules

- *Be ready*
- *Be respectful*
- *Be Safe*



School Rules



BE READY

Are you ready?

BE RESPECTFUL

Are you being respectful?

BE SAFE

Are we all safe?

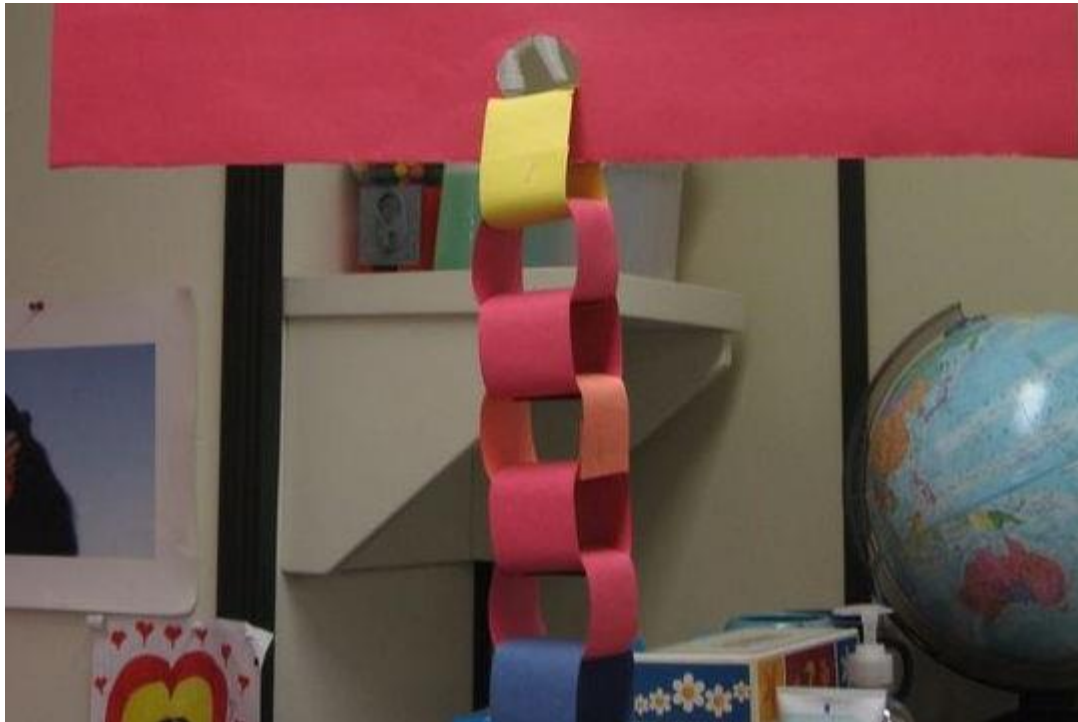


Rewards

- Champions of Christ - acts of kindness in living out their faith.
- Gospel Virtue – Curious & Active
- Shining Stars – Academic achievement

Links of kindness in Year 5

When Year 5 pupils show acts of kindness to other children and adults, we will add a link to our chain. When the chain reaches the floor, Miss Ingram will reward Year 5 with a treat!



Rewards

- * **Be ready, be respectful & be safe**
- * **Certificates**
- * **Planners – dialogue of celebrations, messages and concerns**
- * **Zones of Regulation**
 - * • **positive phone calls home**
 - * • **notes in planners**
 - * • **awarding house points**
 - * • **head teacher certificates – on Monday**
 - * • **stickers**
 - * • **individual class rewards**
 - * • **‘Filling buckets’ with positive affirmations**
 - * • **Lunchtime staff to reward two children per day**

How can you help yourself?

The BLUE zone



How might you feel?

sad
tired
bored
moving slowly

What might help you?

Talk to someone
Stretch
Take a brain break
Stand
Take a walk
Close my eyes

The GREEN zone



How might you feel?

happy
okay
focussed
ready to learn

What might help you?

The goal of this exercise is to get to the GREEN zone.
What can you do to be happy, calm and ready to learn?

The YELLOW zone



How might you feel?

nervous
confused
silly
not ready to learn

What might help you?

Talk to someone
Count to 20
Take deep breaths
Squeeze something
Draw a picture
Take a brain break

The RED zone



How might you feel?

angry
frustrated
scared
out of control

What might help you?

Stop what I'm doing
Make sensible choices
Take deep breaths
Ask for a break
Find a safe space
Ask for help



- When a suspected bullying case comes to attention, the KiVa team follow a consistent approach.

Screening: is this bullying?

- **The KiVa team:** discussions with the bullied student and the bully/bullies.
- **Class teacher:** a discussion children who may have been bystanders.
- Follow-up discussion with the bullied student and the bully/bullies.

KiVa Team



Mrs McKinney



Mrs Donnellan



Mr Griffin



Mrs Doherty

Parents are always informed about the cases that have been addressed by the KiVa team.



Alone and together

- Everyone needs other people
 - why do we need each other?
 - what is the best thing about spending time together with someone?
 - sometimes we need some alone-time; Why is that? What is nice about having some time alone?





Respectful behaviour toward others

- Show that you notice!
 - greeting, making eye contact, smiling, listening, asking someone for his/her opinion, and taking him/her into consideration
- Give the right to privacy
 - you don't have to share everything with others
 - you cannot expect someone to be with you all the time
 - keep the secrets someone has told you to yourself
- Respect what is different!
 - difference of opinions
 - differences in customs, habits, dress, speech, appearance, and culture



Key Stage 2 St. Alban's Catholic Primary School – Autumn Term One 2024

YEAR 5	08:45 9:00	9.00-9.10 <i>Registration</i>	09:10- 9:40 <i>Literacy Leaf</i>	9.40 – 10.40		10:55-12:00			13:15-14.30	14:30-15:15
Session	1		2	3	4	5		6	713.15-14:30	814.30 – 15.15
Monday	Maths Task	Registration /Class Prayer time	Certificates Assembly	Literacy SPELLINGS HANDWRITING WRITING ROOTS	Break	Maths	Spanish	Lunch	History 13.20-14.40	R.E.
Tuesday	Grammar Task	Registration/ Maths Meeting	Literacy Leaf	Maths Literacy SPELLINGS HANDWRITING WRITING ROOTS	Break	Literacy SPELLINGS HANDWRITING WRITING ROOTS		Lunch	Science	Geography
Wednesday	Reading Task	Registration/ Maths Meeting	Literacy Leaf	Literacy SPELLINGS HANDWRITING WRITING ROOTS	Break	Maths		Lunch	P.E./Music PPA covered by Mrs Williams & Mr Lynch	Hymn Practice 14.30pm -15.10pm
Thursday	Maths Task	Registration/ Maths Meeting	Arithmetic	Mass	Break	Literacy SPELLINGS WRITING ROOTS		Lunch	R.E.	Yoga
Friday		Registration/ Class prayer time	Literacy Leaf 9.10-9.40	Literacy WRITING ROOTS	Break	Maths	RSE (TenTen)	P.E. Lesson	Art	Faith Friends Prayer time 14.40

Year 5 Curriculum

Reading •Apply knowledge of morphology & etymology when reading new words •Reading & discuss a broad range of genres & texts •Identifying & discussing themes •Make recommendations to others •Learn poetry by heart •Draw inference & make predictions •Discuss authors’ use of language •Retrieve & present information from non-fiction texts. •Formal presentations & debates	Writing •Secure spelling, inc. homophones, prefixes, silent letters, etc. •Use a thesaurus •Legible, fluent handwriting •Plan writing to suit audience & purpose •Develop character, setting and atmosphere in narrative •Use organisational & presentational features •Use consistent appropriate tense •Proof-reading •Perform own compositions	Grammar •Use expanded noun phrases •Use modal & passive verbs •Use relative clauses •Use commas for clauses •Use brackets, dashes & commas for parenthesis Speaking & Listening •Give well-structured explanations •Command of Standard English •Consider & evaluate different viewpoints •Use appropriate register	Art & Design (UKS2) • Use sketchbooks to collect, record, review, revisit & evaluate ideas • Improve mastery of techniques such as drawing, painting and sculpture with varied materials • Learn about great artists, architects & designers	Computing (UKS2) • Design & write programs to solve problems • Use sequences, repetition, inputs, variables and outputs in programs • Detect & correct errors in programs • Understand uses of networks for collaboration & communication • Be discerning in evaluating digital content
Mathematics Number/Calculation •Secure place value to 1,000,000 •Use negative whole numbers in context •Use Roman numerals to 1000 (M) •Use standard written methods for all four operations •Confidently add & subtract mentally •Use vocabulary of prime, factor & multiple •Multiply & divide by powers of ten •Use square and cube numbers Geometry & Measures •Convert between different units •Calculate perimeter of composite shapes & area of rectangles •Estimate volume & capacity •Identify 3-d shapes •Measure & identify angles •Understand regular polygons •Reflect & translate shapes •Data •Interpret tables & line graphs •Solve questions about line graphs Fractions •Compare & order fractions •Add & subtract fractions with common denominators, with mixed numbers •Multiply fractions by units •Write decimals as fractions •Order & round decimal numbers •Link percentages to fractions & decimals			Design & Technology (UKS2) • Use research& criteria to develop products which are fit for purpose and aimed at specific groups • Use annotated sketches, cross-section diagrams & computer-aided design • Analyse & evaluate existing products and improve own work • Use mechanical & electrical systems in own products, including programming •Cook savoury dishes for a healthy & varied diet	Geography (UKS2) • Name & locate counties, cities, regions & features of UK • Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones • Study a region of Europe, and of the Americas • Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. • Use 4- and 6-figure grid references on OS maps • Use fieldwork to record & explain areas
Science Biology •Life cycles of plants & animals (inc. mammal, insect, bird, amphibian) •Describe changes as humans develop & mature Chemistry •Classify materials according to a variety of properties •Understand mixtures & solutions •Know about reversible changes; identify irreversible Physics •Understand location and interaction of Sun, Earth & Moon •Introduce gravity, resistance & mechanical forces	History British History (taught chronologically) • Anglo-Saxons & Vikings, including: - Roman withdrawal from Britain; Scots invasion - Invasions, settlements & kingdoms - Viking invasions; Danegald - Edward the Confessor Broader History Study • Ancient Greece, i.e. - A study of Greek life and achievements and their influence on the western world		Modern Languages (UKS2) • Listen & engage • Engage in conversations, expressing opinions • Speak in simple language & be understood • Develop appropriate pronunciation • Present ideas & information orally • Show understanding in simple reading • Adapt known language to create new ideas • Describe people, places & things • Understand basic grammar, e.g. gender	Music (UKS2) • Perform with control & expression solo & in ensembles • Improvise & compose using dimensions of music • Listen to detail and recall aurally • Use & understand basics of staff notation • Develop an understanding of the history of music, including great musicians & composers
	Physical Education (UKS2) • Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, applying basic principles • Develop flexibility & control in gym, dance & athletics • Take part in Outdoor & Adventurous activities • Compare performances to achieve personal bests • Swimming proficiency at 25m (KS1 or KS2)	Religious Education Continue to follow locally-agreed syllabus for RE		

The Literary Curriculum Year 5 Curriculum Map

Theme/Term	Ambition & desire Autumn 1				Power vs. principles Autumn 2			
Planning Sequence/ Spelling Seed Text	 <i>The Man Who Walked Between the Towers</i> Mordcai Gerstein		 <i>HIDDEN FIGURES</i> OR <i>Hidden Figures</i> Margot Lee Shetterly	Science: Space		 <i>The Odyssey</i> Gillian Cross	History: Ancient Greece	<i>R.E. through Literacy Week</i> History: Ancient Greece
Length	12 sessions, 2+ weeks	15 sessions, 3 weeks	17+ sessions, 3+ weeks		14+ sessions, 3+ weeks	20 sessions, 4 weeks		20 sessions, 4 weeks
Outcomes	Biographies/autobiographies Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches	Science-fiction narratives Discussions, debates, dialogue, character comparisons, reviews	Memoirs Reports, formal and informal letters, diaries, character descriptions, journalistic writing		Playscripts Setting descriptions, character descriptions, diaries, dialogue	Epic stories Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts		Mythical narratives Odes, soliloquies, setting descriptions, additional chapters, reports
Literary Leaf Text		 <i>Cosmic</i> Cosmic Frank Cottrell Boyce		Science: Space		 <i>WHO LET THE GODS OUT</i> Who Let the Gods Out Maz Evans	History: Ancient Greece	History: Ancient Greece
Length	15 sessions, 3 weeks	19 sessions, 3+ weeks	15 sessions, 3 weeks		16 sessions, 3+ weeks	14 sessions, 2+ weeks		15 sessions, 3 weeks
Theme/Term	Belonging & equality Spring 1				Legends & folklore Spring 2			

English writing expectations

Year 5 Assessing Writing: Composition and Grammar

Grammar	Uses expanded noun phrases to convey complicated information concisely
	Converts nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>)
	Uses verb prefixes (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>)
	Uses relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun
	Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
	Uses some devices to build cohesion within a paragraph (e.g. adverbials, pronouns, tense)
	Links ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)
	Links ideas across paragraphs using tense choices (e.g. he <i>had</i> seen her before)
	Uses brackets, dashes or commas to indicate parenthesis
	Uses commas to clarify meaning or avoid ambiguity

Year 5 Assessing Writing: Composition and Grammar

Composition	Plan	Uses commas to clarify meaning or avoid ambiguity
		Identifies the audience for and purpose of the writing
		Selects the appropriate form and uses other similar writing as models for their own
		Notes and develops initial ideas, drawing on reading and research where necessary
	Draft	Considers how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives
		Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
		Describes settings, characters and atmosphere and integrating dialogue to convey character and advance the action, in narratives
		Précises longer passages
		Uses a wide range of devices to build cohesion within and across paragraphs
		Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
	Edit	Assesses the effectiveness of their own and others' writing
		Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
		Uses the consistent and correct use of tense throughout a piece of writing
		Uses correct subject and verb agreement when using singular and plural
		Distinguishes between the language of speech and writing and choosing the appropriate register
		Proof-reads for spelling and punctuation errors
		Performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

English reading expectations

Year 5 Assessing Reading

Reading Comprehension

Makes comparisons within and across books

Knows a wider range of poetry by heart

Identifies themes in a wide range of fiction

Explores the meaning of words in context using a variety of contextual clues and through grammatical knowledge

Makes inferences and justifies with evidence

Predicts what might happen from details stated and implied

Summarises the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

Distinguishes between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participates 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

Reading Target:

To predict what may happen in a story using evidence from the story.

Writing Target:

**To use a thesaurus
to improve my
vocabulary choices.**

Maths Expectations

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW			Number Addition and subtraction VIEW		Number Multiplication and division A VIEW		Number Fractions A VIEW				
Spring term	Number Multiplication and division B VIEW			Number Fractions B VIEW		Number Decimals and percentages VIEW		Measurement Perimeter and area VIEW		Statistics VIEW		
Summer term	Geometry Shape VIEW			Geometry Position and direction VIEW		Number Decimals VIEW		Number Negative numbers VIEW	Measurement Converting units VIEW		Measurement Volume VIEW	

The **White Rose Maths** schemes of learning

Teaching for mastery

Our research-based schemes of learning are designed to support a mastery approach to teaching and learning and are consistent with the aims and objectives of the National Curriculum.

Putting number first

Our schemes have number at their heart. A significant amount of time is spent reinforcing number in order to build competency and ensure children can confidently access the rest of the curriculum.

Depth before breadth

Our easy-to-follow schemes support teachers to stay within the required key stage so that children acquire depth of knowledge in each topic. Opportunities to revisit previously learned skills are built into later blocks.

Working together

Children can progress through the schemes as a whole group, encouraging students of all abilities to support each other in their learning.

Fluency, reasoning and problem solving

Our schemes develop all three key areas of the National Curriculum, giving children the knowledge and skills they need to become confident mathematicians.

Concrete – Pictorial – Abstract (CPA)

Research shows that all children, when introduced to a new concept, should have the opportunity to build competency by following the CPA approach. This features throughout our schemes of learning.

Concrete

Children should have the opportunity to work with physical objects/concrete resources, in order to bring the maths to life and to build understanding of what they are doing.



Pictorial

Alongside concrete resources, children should work with pictorial representations, making links to the concrete.

Visualising a problem in this way can help children to reason and to solve problems.



Abstract

With the support of both the concrete and pictorial representations, children can develop their understanding of abstract methods.

An abstract representation of the addition 5 + 7 using a yellow box. Inside the box, the equation $5 + 7$ is written.

If you have questions about this approach and would like to consider appropriate CPD, please visit www.whiterosemaths.com to find a course that's right for you.

Small steps

Step 1

Roman numerals to 1,000

Step 2

Numbers to 10,000

Step 3

Numbers to 100,000

Step 4

Numbers to 1,000,000

Step 5

Read and write numbers to 1,000,000

Step 6

Powers of 10

Step 7

10/100/1,000/10,000/100,000 more or less

Step 8

Partition numbers to 1,000,000

Small steps

Step 9

Number line to 1,000,000

Step 10

Compare and order numbers to 100,000

Step 11

Compare and order numbers to 1,000,000

Step 12

Round to the nearest 10, 100 or 1,000

Step 13

Round within 100,000

Step 14

Round within 1,000,000

Small steps

Step 1

Mental strategies

Step 2

Add whole numbers with more than four digits

Step 3

Subtract whole numbers with more than four digits

Step 4

Round to check answers

Step 5

Inverse operations (addition and subtraction)

Step 6

Multi-step addition and subtraction problems

Step 7

Compare calculations

Step 8

Find missing numbers

Small steps

Step 1 Multiples

Step 2 Common multiples

Step 3 Factors

Step 4 Common factors

Step 5 Prime numbers

Step 6 Square numbers

Step 7 Cube numbers

Step 8 Multiples of 10, 100, 1,000

Small steps

Step 1

Find fractions equivalent to a unit fraction

Step 2

Find fractions equivalent to a non-unit fraction

Step 3

Recognise equivalent fractions

Step 4

Convert improper fractions to mixed numbers

Step 5

Convert mixed numbers to improper fractions

Step 6

Compare fractions less than 1

Step 7

Order fractions less than 1

Step 8

Compare and order fractions greater than 1

Maths Target:

**To read, write, order and
compare numbers to
at least 1, 000 000.**

4

$$4721 - 916 =$$

--	--

●

1 mark

5

$9 \times 8 =$

--	--

●

1 mark

6

$$3.56 + 0.08 =$$

10

$60 \times 5 =$

A blank grid with a vertical line on the left and a horizontal line at the bottom, forming a coordinate plane. The grid is 20 units wide and 10 units high. The vertical line is at x=0 and the horizontal line is at y=0. The grid lines are spaced at 1-unit intervals.

1 mark

11

$$\frac{5}{8} + \frac{1}{4} =$$

A blank grid with a 10x10 structure. A rectangle is drawn in the bottom right corner, spanning 4 units wide and 2 units high.

1 mark

12

$$4.5 + 2.76 =$$

[illegible]

Religious Education



Our gospel virtues for this term are:

Grateful & Generous

Attentive & Discerning

This term's topics in RE will be:

Unit A – CREATION

- Know that there are two stories of Creation in the Book of Genesis.
- Understand what being made in the image and likeness of God means and the responsibility to use our God given talents.
- Know some reasons for praising God the creator of the world.

Unit B - MIRACLES & THE SACRAMENT OF THE SICK

- Know a number of miracles of Jesus and identify how his actions brought change to people's lives.
- Know about some places of pilgrimage and prayer for the sick.
- Understand that the Sacrament of the Sick is an important celebration for those who are ill.

Unit C - ADVENT

- Know and understand that Christians prepare to remember the first Coming of Christ and prepare for his Second Coming during Advent.
- They will know and discuss the messages of those who have proclaimed the coming of Christ.

Prayers children will learn:

The Memorare

The Rosary



**To access the Parent Portal please follow the link above,
you will need the following login credentials for our school:**

School Username: st-alban-b14

School Password: cathedral-city



Module 1: Created and Loved by God

UKS2 Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.



Unit 1



Unit 2



Unit 3



Unit 4



Module 2: Created to Love Others

UKS2 Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.



Unit 1



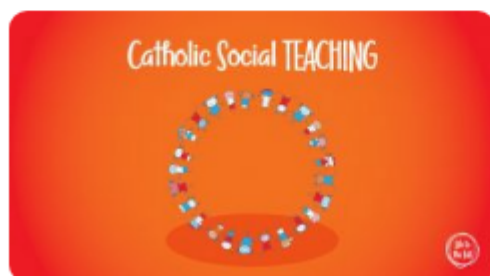
Unit 2



Unit 3

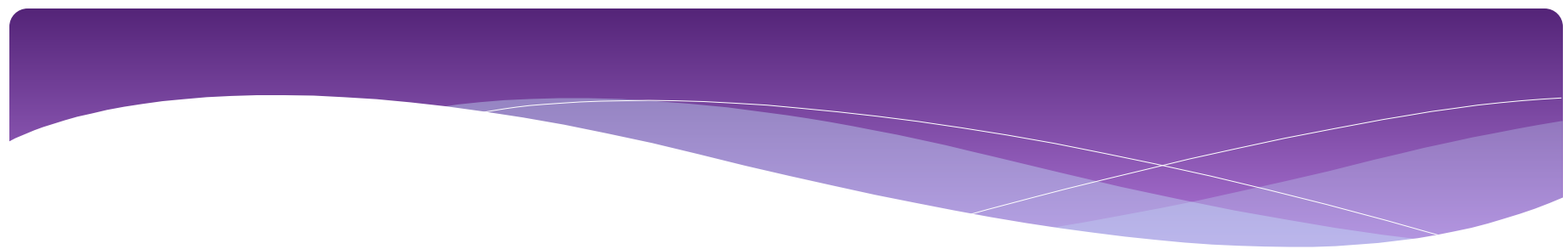


Unit 4



Module 3: Created to Live in Community

UKS2 Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, learning on money and careers is concluded, using previous learning from the module to understand God's call to live



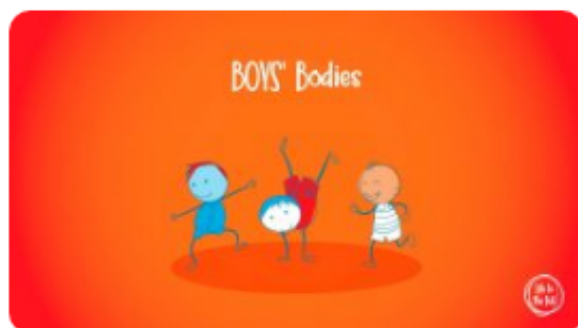
Upper Key Stage 2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Calming the Storm	Session 1 Gifts and Talents	Session 1 Body Image	Session 1 Making Babies (Part 1)	Session 1 God Is Calling You	Session 1 Under Pressure	Session 1 Sharing Isn't Always Caring	Session 1 Types of Abuse	Session 1 The Holy Trinity	Session 1 Reaching Out
		Session 2 Girls' Bodies	Session 2 Peculiar Feelings	Session 2 Making Babies (Part 2)		Session 2 Do You Want A Piece of Cake?	Session 2 Cyberbullying	Session 2 Impacted Lifestyles	Session 2 Catholic Social Teaching	
		Session 3 Boys' Bodies	Session 3 Emotional Changes	Session 3 Menstruation		Session 3 Self-Talk		Session 3 Making Good Choices		
		Session 4 Spots and Sleep	Session 4 Seeing Stuff Online	Session 4 Hope Beyond Death		Session 4 Build Others Up		Session 4 Giving Assistance		



Unit 2: Me, My Body, My Health

In Unit 2 – Me, My Body, My Health, children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. Genitals are also mentioned here, but not named and identified.

 **Go to Unit**



Unit 3: Emotional Well-Being

Continuing through the Paradise Street series, Unit 3 – Emotional Well-Being helps children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. The final session in this Unit covers how children may be affected by what they see online, including pornography.

 **Go to Unit**

Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

Under 13



Roblox



PopJam



FaceTime

13+



Twitter



Facebook and Messenger



Viber



WeChat



Monkey



Yubo



Dubsmash



Instagram



TikTok



Skype



Google Hangouts



Reddit



Snapchat



Pinterest

16+



WhatsApp



Telegram Messenger



Tumblr

17+



Line



Sarahah



Tellonym

Age Restrictions for Social Media Platforms

(Ages specified in terms as of 2014)

Twitter
Facebook
Instagram
Pinterest
Google+
Tumblr
Reddit
Snapchat
Secret



YouTube
Keek
Foursquare
WeChat
Kik
Flickr



There have also been concerns the Chinese government could access data or sway public opinion through the app. If your child's profile is open, strangers can use the app to comment on your child's videos. While this isn't always sinister, it gives potential predators the ability to contact your child through the platform.

As with many apps, there's a paid element to TikTok. Users can buy virtual coins to be exchanged for virtual gifts – for example, if they like a specific video, your child can use coins to purchase emojis to show approval. These can be expensive and easily purchased – there is the option to buy 10,000 coins for £99.99 with a one-click buy button.

TikTok lets users lip-sync to their favourite songs and produce their own music videos. Some of the music choices contain vulgar words or sexual themes. So not only are users exposed to potentially inappropriate content but they can broadcast themselves miming or singing these lyrics. In addition to this, some of the outfits and dance moves in videos can be overly sexual and provocative. There have also been reports of some users sharing concerning content, such as videos that promote anorexia, porn, self-harm and violence.

More than one third of children aged 6-17 consider 'social media stars' to be among their top role models. There are millions of creators on TikTok, showcasing their talents, moments and knowledge, from singing to dancing to stunts and comedy. Some come from all over the world and comments from around the world, quickly turning people into 'stars'. There is the danger that children may develop unrealistic expectations of how they should look and behave on the app in order to become famous. Some may experience feelings of inadequacy and low self-esteem or become swayed by certain opinions. On TikTok, there are always 'trending challenges' and hashtags that users can copy or build upon. Sometimes these challenges can pose risks to young people.



Encourage your child to always think before they do, say, like or post anything online. Explain that their digital footprint shapes their online reputation and the funny thing about other people is they can't tell if they're being funny or entertaining now may impact them in the future. Talk about how to deal with peer pressure and how doing something they think will impress others could affect them. Remind them that they do not have to do anything they are not comfortable with. To ensure that there's no way of anyone tracking your child's location or identity, make it clear to them that they should never film a video in their school uniform or near a landmark that gives away where they live.

While it's fantastic to see your child being creative and expressive and bonding with people with similar interests, they need to be aware that not everyone will be supportive online. Comments can be negative or even cruel. Make sure your child knows how to comment respectfully and handle negative feedback. In the app's Privacy and Safety settings, your child can decide who can react to their videos, who can comment, and who can send them private chat messages. We suggest altering these settings so only their friends can interact with their posts.

If you or your child sees something inappropriate on TikTok, you can flag up an account, video, comment or chat by simply tapping 'Report'. In the app's 'Digital Wellbeing' feature, there's also an 'Enhanced Restricted Mode', limiting appearance of videos which may be inappropriate.

Setting up a private account means that only people who you and your child approve of can see their creations. To make an account private, tap the three dots at the top right of the screen to access settings. Click "Privacy and Safety". Scroll down until you find "Private Account" and turn this setting on.

When signing up, users are prompted to input a their date of birth. If the inputted date of birth means your child is under 13, the app will block them. However, this doesn't prevent your child from lying about their age. The app is intended for users aged 13+, so explain the rating is there for a reason: to keep them protected from online dangers. It is actually possible to watch TikTok videos without creating an account, so make sure your child, if under 13, hasn't downloaded it.

If you're concerned about how long your child is spending on TikTok, it has a setting called "Digital Wellbeing" which allows you to manage the amount of screen time your child can have. We also advise that you turn off push notifications in the settings to prevent your child from receiving "spam-like" notifications from TikTok that encourage users to go on the app.

To lower the risk of your child making accidental in-app purchases, teach them exactly what in-app purchases are and the risks of making them without permission. Tell them that they are not essential to enjoy the app and that if they want to make a purchase, they should always ask you beforehand. In the app's 'Digital Wellbeing' feature, there is the option to disable the function of purchasing coins and sending gifts.

Users can also follow the account @tiktoktips, TikTok's official account fronted by established TikTok users which offers useful online safety tips for promoting safety on its platform, rather than hiding information in FAQs.

[illegible]



physical property

something that **can be observed and measured** for a material, e.g., hardness, shininess, conductivity

mixture

two or more **materials** that can be separated

dissolved

when something **mixes and blends well** with a liquid

solvent

the **liquid** that something dissolves in

solute

the material that **dissolves in the solvent**

saturated

when **no more of a solute can dissolve** in a solvent

reversible change

a change that can be reversed so the **material goes back to how it was**

evaporation

when a **liquid changes state to a gas**

filtering

removing solids from a mixture by passing through paper that only allows liquid through

some properties of materials

hard

soluble

shiny

dense

thermal conductor

transparent

flexible

strong

sieve



filter



evaporate



water



+



=

solution



solute

solvent

solution

Science



Materials (Chemistry)

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.

Forces (Physics)

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.



KEY VOCABULARY

prime meridian line

lines of longitude

lines of latitude

co-ordinates

Eastern Hemisphere

Western Hemisphere

relief maps

an imaginary line that **divides the earth into two sections** to show the eastern and western hemispheres (it also used as the basis for world time zones)

imaginary lines that **run from north to south around the globe**: lines of longitude can be used to identify the location of a place as expressed in degrees east or west from the prime meridian line (longitude lines are not parallel to each other)

imaginary lines that **run parallel to the equator**: like lines of longitude, they can be used to identify the location of a place

numbers that represent a **location on a map**

a term used to describe **places that are east** of the meridian line

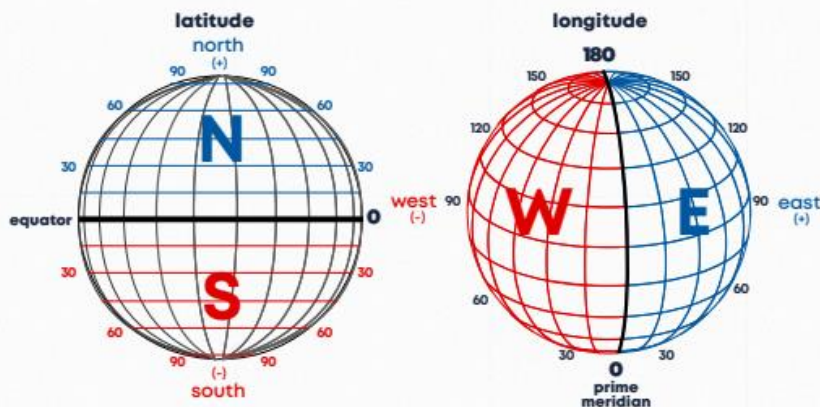
a term used to describe **places that are west** of the meridian line

a map that uses shading and colours to **indicate the height of the land**

relief map of Wales



geographic coordinate system: latitude & longitude



map scale

a) (1 centimeter represents 250 meters)

b) 1:25 000

c) 0 1000 2000 3000 4000 meters

History



Baghdad 900CE (Autumn Term One)

By the end of this unit, children will know:

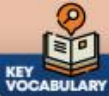
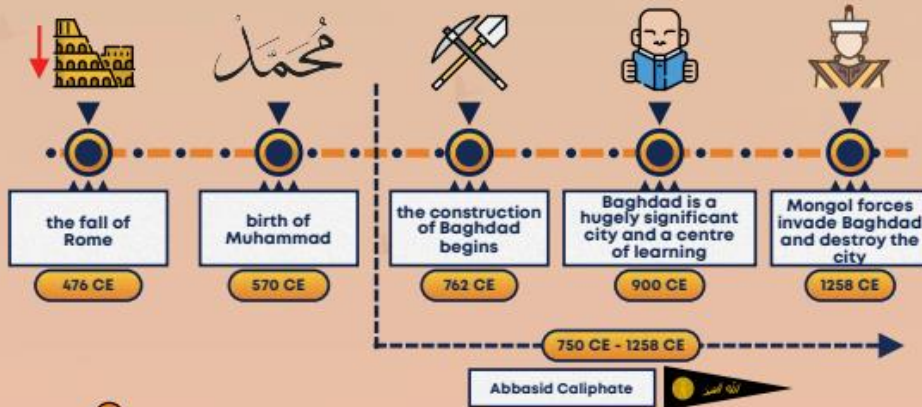
- The Islamic Empire spread rapidly after Mohammad's death.
- Baghdad is a city that was built a long time ago near the river Tigris by Caliph AlMansur was the leader of the Abbasid Caliphate.
- Many people came to Baghdad to trade and to study.

- Many important books were translated into Arabic by scholars in Baghdad.
- In 1258 CE, Baghdad was invaded and much of the city was destroyed.

The Early British Empire (Autumn Term Two)

By the end of this unit, children will know:

- Great Britain had an empire from the 16th to the 20th century.
- Many monarchs were involved in growing the British Empire.
- Britain traded with countries all over the world.
- European trading nations increasingly fought over who controlled trade.
- The Mughal Empire ruled most of India and Pakistan in the 16th and 17th centuries.
- When the Mughal Empire collapsed, European nations fought for control of India.
- Britain was victorious during the Seven Years War and gained territory from France.
- Britain gained land in North America, Africa, the Philippines and India.



KEY VOCABULARY

scholarship

the act of **academic study at a high level**

civilisation

a civilisation is a nation or group of people, that **share a common culture, common laws, a common economy** and typically a **common faith or religion**

City of Peace

Baghdad in 900 CE was referred to as the City of Peace

House of Wisdom

the House of Wisdom was a place in Baghdad where **texts were translated and where people came to learn and read** (it is remembered as one of the world's greatest libraries)

Mongols

the Mongols (originally from Mongolia) were a **tribe of nomads** who rode on horseback across central and northern Asia



Caliph Al-Mansur

a religious leader who is remembered for founding the city of Baghdad



Muhammad

a Prophet and military leader who established Islam



Al Tabari

an influential scholar, historian and translator/interpreter



Hulagu Khan

a Mongolian military leader who invaded Baghdad in 1258 and destroyed the city



KEY
VOCABULARY

style

technique

brushstroke

rococo

asymmetrical

modernist

abstract

colour theory

complementary
colours

how **a piece of art looks**: style is often divided into the style of a period of time in history, a country, a group of artists, art which is about a particular idea or how an artist creates a work of art

a **way of doing** something, like painting a picture

the mark made by a **paintbrush**

a light-hearted and pretty style of art and design from the 1700s which uses **elaborate decoration**, curvy lines and light colours

not symmetrical: different on one side of the design to the other

a **style of art and design starting in the 1850s** that rejected previous artistic styles, was often abstract, experimental and focussed on materials

art that **doesn't try to look like something**, but uses shapes, colours, lines and form to achieve an effect

information about how to **create different colours by mixing** (e.g. how to mix primary colours to make secondary colours) and the **effect of different colour combinations** (e.g. what happens when you put two complementary colours next to each other)

any **two colours which are opposite** each other on the colour wheel, e.g. yellow and purple are complementary to each other

rococo
style

Thomas Chippendale



ribbon-backed chair

modernist
style

Marcel Breuer



Wassily Chair (1925-1926)



The Pilgrimage
to the Isle of
Cythera (1717)

Antoine Watteau

Contra-
Composition of
Dissonances
XVI
(1925)

Theo van Doesburg



P.E. and Health

P.E. lessons –

Wednesday afternoon

Thursday afternoon (yoga)

Swimming - Autumn Term Two 2024

Tuesday mornings

Attendance Matters

Fred's attendance is 90% Sounds good?

90% attendance is $\frac{1}{2}$ a day missed every week.

If we look closer.....1 school year at 90% attendance = 4 full weeks of lessons MISSED.

Attendance during one school year	Equivalent days lost in school year	Equivalent sessions lost	Equivalent weeks Missed	Equivalent lessons Missed
95%	9 Days	18 Sessions	2 weeks	50 lessons
90%	19 Days	38 Sessions	4 weeks	100 lessons
85%	29 Days	58 Sessions	6 weeks	150 lessons
80%	38 Days	72 Sessions	8 weeks	200 lessons
75%	48 Days	96 Sessions	10 weeks	250 lessons
70%	57 Days	114 Sessions	11.5 weeks	290 lessons
65%	67 Days	134 Sessions	13.5 weeks	340 Lessons

Planners



- * Daily reading record - date, the name of the book, the number of pages read & adult signature**
- * Any issues, messages, concerns and celebrations!**
- * The planner will be checked and signed by Miss Ingram weekly on Fridays.**

Homework

- * Daily reading to be recorded in planners
- * Daily spellings (tested on Friday)
- * Practise times tables daily
(2-15) using TT Rock Stars
- * Maths CGP books – 10 minutes weekly
(marked in class on Friday)

Maths 10 minute workbook

- * Homework needs to be overseen and supported by parents.**
- * If children needed support to complete a question then parents could indicate this next to the question - (S)**
- * Homework will be marked in class.**
- * Parents need to sign their child's homework.**
- * Homework set in Friday to return the following Friday.**

Trips throughout the year

- * KS2 Trip to The Crescent Theatre to enjoy ‘The Beauty and The Beast.’ – Wednesday 10th December 2024 at 1.30pm**
- * History trip – The Black Country Living Museum linked to The Industrial Revolution**
- * R.E.- The Guru Nanak Gurdwara linked to Sikhism**
- * Local History/Geography – The Happy Valley/local study (environmental issues)**
- * Visits to the library**
- * Swimming – Autumn Term Two**

School Uniform

BOYS

Plain grey school trousers or shorts

White shirt with a school tie

Black suitable school shoes

Purple school sweatshirt

Plain grey or black socks

GIRLS

Plain grey school skirt, pinafore or trousers

White shirt with a school tie

Black suitable school shoes

Purple school sweatshirt or cardigan

In summer, girls may wear full purple gingham dress or grey shorts/culottes

Plain white or grey socks

Plain black, grey or purple tights

PE KIT

Plain black shorts, jogging bottoms or leggings without any logos

Purple round neck t- shirt with school badge

Black school pumps velcro or elasticated or sports trainers can be worn for outside PE/
'Active Days'

Pair of short white socks

School sweatshirt/cardigan or school purple fleece

**We look forward to an exciting
and successful year together!**

Please email me

year5@stalbanrc.bham.sch.uk

or

**speak to me on the playground
when all of the children are
collected.**

Any questions?

