

## Asfordby Hill Primary School

*'Individual Value; Valuing Individuals'*

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**Head Teacher:** Mrs P Millward

**Chair of Governors:** Mrs J Smith

*Parents and Carers,*

I hope you all had a wonderful summer and that you and the children took time to relax, refresh and recuperate. Hopefully the children are recharged and ready for the challenging, yet exciting, year ahead. I am looking forward to welcoming them into Sycamore and, alongside Mrs Goodsell and Miss Warner, will strive to not only keep them safe, but to nurture their enthusiasm for learning and intellectual curiosity!

Below, you will find important information and general housekeeping for the year ahead.

### **Routines**

*8:45am: School begins promptly*

Children should ensure they are lined up on the playground, as they did last year, and wait for an adult to take them into the classroom.

*3:15pm: School finishes*

Children will be released from the side door by the 100 square.

Please note, now that the children are a little older, should you wish for your child to walk home if you live close to school, you must inform the office of this via a signed letter before children will be able to do so.

### **Belongings**

All stationery is provided for the children, so children will not need to bring their own into school. If they do, I ask that these are kept in bags. I am happy for children to use their own stationery for creative activities throughout the curriculum. Children are encouraged to drink water throughout the day - it would be helpful (and far more environmentally friendly than disposable cups) if children continue to bring in a water bottle daily. School reading books are sent home daily and are expected to be brought into the school daily.

### **Physical Education**

PE will be taught on a **Tuesday** and a **Wednesday**. Children should continue to arrive at school in their PE kit on these days. PE kit should consist of a red jumper, navy-blue t-shirt, dark, plain bottoms and suitable trainers ('Converse'-style trainers are not suitable for PE). On PE days, earrings should be removed or taped. Kit is available to purchase through Parent Pay if you wish to – please contact the office for further information or if you have any concerns.

### **Homework**

Details of weekly homework expectations are attached at the top of the children's logins that have been sent home. Each week, homework will consist of reading, spelling and mathematics (an example can be found on Seesaw and atop the logins that have been sent home). This is to ensure children continue to keep their skills fresh and revisit/consolidate learning.

As a school, we will be continuing to use the reading bookmarks which we used last year. However, there is a slight change. Miss Harby has adapted them so there are now only seven and that they follow the colours of the rainbow: red, orange, yellow, green, blue, indigo, violet. Once children make a successful route from red to violet, they will receive a bronze reading award in assembly! If they complete the route a further time, they will earn their silver reading award. If they complete the route a third time, they will receive their gold reading award. Each day that a child reads, they will need a signature on their bookmark from an adult - they will not always need to read **with** an adult, but signing the bookmark is still important.

### **Personal, Social and Health Education (PSHE), Rainbow Skills and British Values**

This term, children will be focusing on taking responsibility. The British values of individual liberty and the rule of law will be discussed in relation to our class rules and the underlying importance of them in building a safe and stimulating classroom where all learners thrive, as well as how this relates to laws forming the foundation of a safe wider community. As they continue to mature, it is increasingly important that they learn how to take responsibility for their physical and mental wellbeing. They will learn about how different responses to situations lead to different outcomes, including how our actions impact our own feelings and the feelings of others; what positive relationships look like; goal setting; resilience; and embracing failure.

### **Messages/Communication**

As always, should you have any messages, questions or concerns, my Seesaw messages are always open or you may prefer to speak to me before/after school on the playground. Seesaw messages will be responded to at my earliest convenience – usually at the beginning or end of the school day. Unfortunately, it is unlikely that messages will be seen/responded to during the school day between 8:45am-3:15pm; any messages regarding changes to pick-up arrangements or other urgent messages should be directed to the school office of which the email address and telephone number can be found at the head of this letter.

### **The Importance of Mindset: Taking Risks, Persevering and Trying Hard**

Our class motto/ethos is as follows: 'Be kind. Be Brave. Be ready'. From day one, my expectations will be set high for the children; I have no doubt in my mind that they can and will achieve incredible things. Year 5 carries an abundance of challenges, but as our class ethos states, all I ask is that the children "be brave". Those learners who take risks, persevere and try their absolute hardest are those who will be successful and I hope that you will join me in nurturing this mindset.

The autumn term is a busy one (and a long one this year); it is packed full of learning. So, if you have any questions, please do not hesitate to contact me. I look forward to an exciting year with the children.

*Mr D Forde*



# Sycamore Curriculum - Autumn Term



## English – Reading, Writing and Spelling






In English, during the first half of this term, I will be focusing on revisiting key concepts and prior knowledge from their time at AHS so far: what a sentence is; how to modify and expand noun phrases; how to use a range of adverbials to modify verbs; and how to craft different sentence structures. By securing these pre-requisites, by developing children’s creativity and flair, and by promoting ambitious vocabulary, it will lay the necessary foundations for children to soar in their writing during the remainder of the year. We will begin by writing our own space-inspired narratives, inspired by many high-quality models, great authors and texts, such as Frank Cotrell-Boyce’s “Cosmic”, before moving onto writing biographies about the inspirational and amazing “Hidden Figures” behind the Space Race.



Reading will underpin the curriculum in Sycamore; reading is something I am incredibly passionate about and I have some brilliant literature that I cannot wait to share with the children! I have a blank scrapbook that is just waiting to be filled by the children with pages that celebrate their favourite books. Reading and writing are symbiotic – they rely heavily upon each other. Reading is fundamental in developing children’s creative flair and immersing them in delicious language; I really cannot stress how much of a huge impact that devoting just ten minutes at home each day to reading can have on their writing.

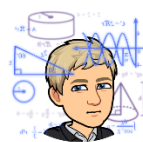


Regarding spelling, it will be taught with a focus on the orthography of the English language: the phoneme-grapheme correspondences (the relationship between the letters and the sounds which are spoken in words); the morphology (quite literally the ‘shape’ of words - the root words, prefixes and suffixes that make up meaning in words); and the etymology (the study of the origins of words). This approach will allow me to make sure children are equipped with the necessary knowledge and skills to spot patterns in the English language, make ‘best bets’ at unknown spellings, and to correct incorrect spellings. We will build upon the year 3/4 spelling list, whilst incorporating longer, more challenging spellings from the year 5/6 spelling list. New lists will be assigned on Spelling Shed on Mondays. When teaching spelling and spelling unfamiliar words, we will apply the strategy pictured above.

-  **say it** in a spelling voice
-  **snip it** into syllables
-  **sound it** out as you **spell it**
-  **target it** to spot tricky parts
-  **lock it** in with practice

I will not be ‘testing’ spellings weekly - the high-stakes nature of this encourages cramming (a learning strategy that is not effective in committing learning to long-term memory). Essentially, children may perform highly in a weekly test, but this may not be revisited again or utilised within writing. Instead, there will be low-stakes, dictation activities and ample opportunity in writing lessons where I will give children feedback on how to use their knowledge to correct spellings. You will also see spellings repeated throughout lists – this is intentional. Consolidation, retrieval and ‘overlearning’ is proven to have a huge impact on learning and retention.

## Mathematics – Arithmetic, Fluency and Number



In maths, I will start by ensuring the children have a secure understanding of the place value of four-digit numbers before moving on to numbers to one million. Unitising will allow them to apply their understanding of hundreds, tens and ones to understand hundred thousands, ten thousands and one thousands. When children have a secure understanding of place value - being able to order, compare and round numbers to varying degrees - we will build fluency in calculation strategies with these larger numbers. We will be taking our time with this initial topic as the rest of mathematics relies heavily upon a firm grasp of this.

In year 5, it is essential that children can recall key facts (number bonds and multiplication facts) as well as are 'flexible' with and can manipulate numbers. Research indicates that our short-term, working memory – which we use to hold information currently being used - is incredibly limited. Therefore it is important that these facts are secure, committed to long-term memory and are easily accessible whenever children need them. In short, children who are fluent in arithmetic/mental calculation, are able to free up space in their working (short-term) memory, thus can engage in more complex processes like mathematical reasoning, problem solving and will be more successful mathematicians.

## Wider Curriculum



Autumn 1: Earth and Space. Admittedly a favourite of mine, this topic is full of awe and wonder! We will explore many questions: 'How and why have theories of the solar system changed?' and 'Why do we have day and night?'. This will thread into our reading lessons where we will be exploring the work of Katherine Johnson and Dorothy Vaughan.



Autumn 2: Ancient Civilisations. We will begin by exploring what historians have been able to deduce about where and when the earliest civilisations appeared, including Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China. Then, we will enquire into why the Ancient Egyptian civilisation was so successful.

	Autumn 1	Autumn 2
Geography	Our local area and fieldwork	
History		Ancient civilisations and Ancient Egypt
RE	What kind of king was Jesus? Was Jesus the Messiah?	
Science	Earth and space Forces	
Computing	The Mars rover	
PE	Health-Related Fitness & Dodgeball	TBC
PSHE	Wellbeing: taking responsibility	
Art/DT	Portraits	Solar System Models
Music	Ukulele	
French	Encore!	

