



**CLAIRE'S COURT**  
**JUNIORS**

# Curriculum Statement

**Year 5**

**2024 – 2025**

Your place to *achieve*

## **WELCOME TO CLAIRES COURT JUNIORS - YEAR 5**

At Claires Court we are fully committed to providing the very best education for your child. This curriculum statement is designed to provide information about what knowledge and skills your child will be learning and the meaningful opportunities they will experience.

### **CLAIRES COURT JUNIOR CURRICULUM**

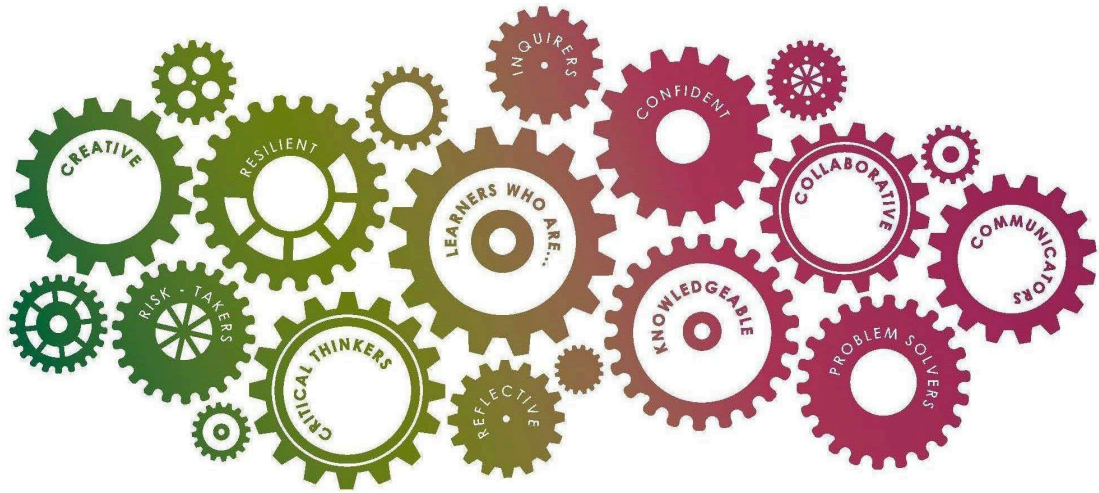
We are very proud of our Claires Court Junior Curriculum which is based on pedagogical research and continuous evaluation. Our current and purposeful curriculum is a progression of knowledge and skills in each subject which enables teachers to differentiate learning for our pupils through a range of exciting and thought-provoking questions and case studies. Our curriculum is delivered through a combination of our junior specialist teachers who are trained in pedagogical development, as well as our subject specialists who specialise in subjects, and are passionate and experienced in delivering exciting subject teaching.

As well as having your child's academic needs at the centre of our approach, we pride ourselves on our nurturing learning environment and our exceptional Pastoral Care. Well-being, both mental and physical, is key to feeling secure, confident and building resilience - features which we aim to instil in your child. Our pastoral aims are woven into every aspect of our provision ensuring that whatever your child experiences, it is with the very best intentions for them.

Using our teaching and learning approach, we aim to:

- Enable pupils to make excellent progress
- Provide equal opportunities for all learners
- Engage, motivate and develop curiosity
- Create a responsible approach to school and life
- Prepare pupils for the digital world.

## CLAIRES COURT ESSENTIALS



### OUR ONLINE PROVISION

At Claires Court, Google Classroom has been very much part of our way-of-learning prior to, during and post the Covid-19 pandemic.

We feel that Google Classroom has allowed pupils to take ownership of their learning with the guidance of their teachers. This online learning platform will continue to be very much part of our curriculum offer.

### CHROMEBOOKS

As a Google partner school, our pupils have had access to Chromebooks for many years and Chromebooks are used in all curriculum subjects. Each pupil, from Year 1, is provided with their own Chromebook, login details and a Claires Court email address. Devices are secured to the Claires Court domain which secures the device against unauthorised use, self-wipes the device overnight, and applies a range of school policies to it, such as enabling Google Safe Search, spotting the use of inappropriate language and limiting the range of Chrome extensions to those in use at school.

### THE 'HUB'

The 'hub' is the digital centre of our pupils' online learning. Through our suite of cloud based software 'Google Apps for Education' pupils have a wide variety of tools available to them with which they use to research, collaborate, create and present their school work. Each pupil has their own '30GB drive' and email address. The 'hub' allows pupils to work collaboratively, share ideas and communicate within our own 'walled garden'. Teachers and pupils can share and discuss work in real time and homework can be submitted and assessed through the 'hub'.

## **BIG QUESTIONS & CASE STUDIES**

Each Term, the pupils will focus their learning on a Big Question and a Case Study. This journey will inevitably lead the pupils down a road of enquiry and discovery through all subject areas.

Year 5

**Autumn**    **Is all change positive?**

Case Study: Europe

Tudors

**Spring**                **Are there always consequences for our choices?**

Case Study: Crime and Punishment

**Summer**    **Does the Earth look after us or do we look after the Earth?**

Case Study: Rivers and Oceans

## **SUBJECTS**

For each subject, your child will learn through answering a series of questions. These questions are planned by the teachers and differentiated for your child.

# English

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Our aim in English is to focus on the fundamental skills of reading, writing, and speaking and listening. These skills are taught through a wide variety of opportunities, including reading a range of genres, writing extended creative pieces and many role play and drama experiences.

## Reading

In Year 5 we develop the pupils' word reading and comprehension skills already established. There is an emphasis on analysing and comparing a range of genres, characters and language. Individual reading from our progressive reading scheme continues for those that need it, with some pupils beginning to move to free-reading. We aim to hear pupils read once a week, encouraging daily reading at home.

- What opinions and ideas am I able to offer about a variety of texts?
- How can I find information using a dictionary, Google, an index and library classification system?
- What is the difference between statement, fact and opinion?
- How well can I demonstrate my understanding of books through discussion?
- How can I develop understanding of vocabulary by exploring the meaning of new words in context?
- When evaluating what I have read, how well can I make recommendations and give reasons for my choices?
- What are the differences between printed stories and films and how well can I compare?
- How well am I able to scan texts to gain an understanding of the meaning and style?
- What is figurative language and how well am I able to read a wide range of texts and appreciate the use of figurative language, the choice of vocabulary, including specialist vocabulary in non fiction texts?

## Writing

Pupils will continue to be taught composition, structure, vocabulary, punctuation and grammar skills through a series of creative and exciting activities, examining the features of different genres. They will be expected to have a more mature approach to the composition and structure of their writing, using a varied and rich vocabulary and increasing range of sentence structures to include higher order punctuation.

- What do I need to include in my planning to write and develop stories, fables, factual accounts and plays using the appropriate features?
- How can I change the order of words to improve and increase the effectiveness of a sentence?
- How can I adapt my writing and sentence structure to suit different audiences?
- How well can I draft, edit, share and present my work using a variety of software and ICT facilities?
- Using my knowledge of poetry, am I able to investigate poetry styles and identify different types of poetry?
- How well am I able to plan, write and develop creative writing techniques, poems, letters and various forms of persuasive writing?

## **Speaking and listening**

We believe that speaking and listening are skills which children need to learn. This is developed through our 'essentials' approach of working collaboratively, sharing news, role playing, asking and answering questions, considering other people's viewpoints and expressing their own opinions with confidence.

- How well do I speak and listen to others and am I able to recognise when it is appropriate to respond?
- How well do I identify different styles of speech including formal, informal and slang?

## **Spelling and phonics**

Spelling is developed through a differentiated approach, focusing on the needs of each child as an individual. Spellings are taught through specific spelling activities along with spelling and dictation tests. Dictionaries and thesaurus are used to improve and edit work.

- When should I add suffixes and prefixes to root words and what are the rules?
- What are common homophones and near homophones and how are these spelled?
- How well do I apply my knowledge of spelling rules to accurately spell new words?
- How can I use a dictionary to check and correct spellings?

## **Handwriting**

Neat and legible joined handwriting is expected to be used at all times and there is a high expectation of presentation of all work.

- Is my handwriting correctly formed and joined with consistently neat presentation?
- Am I able to write fluently, legibly and with increased speed?
- Can I choose writing implements best suited to the task?

# Mathematics

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Our aim in Mathematics is to ensure all pupils learn mathematical skills from a range of areas with fundamental skills being taught progressively throughout the academic year. The pupils will have many opportunities to apply learned skills to a variety of different contexts, problems and real life situations. We recognise the importance of repetition, and we ensure that there are multiple opportunities for this to occur including morning maths, rapid recall and online learning platforms.

Areas of maths include:

- Numbers
- Mental strategies
- Addition and subtraction
- Multiplication and division
- Fractions and decimals
- Geometry and shape
- Position and direction
- Statistics and data handling
- Using and applying
- Reasoning.

Pupils will be able to answer questions such as:

- How well can I interpret negative numbers in context?
- Can I recognise and use square and cube numbers, and know the notation?
- What are prime numbers?
- Am I able to use rounding to check answers and determine accuracy?
- What strategies do I need to apply to solve multi-step problems and am I able to decide which written method to use?
- Which strategies should I apply to multiply and divide one or two digit numbers by 10, 100 and 1000 and what patterns can I identify when doing this?
- What strategies should I apply in order to multiply fractions?
- Can I relate fractions, decimals and percentages?
- How well do I understand and use common conversions between metric and imperial?
- What are the rules to find missing angles and lengths in shapes?
- What are regular and irregular polygons and am I able to compare?
- Am I able to identify 3D shapes from 2D representations?
- Can I identify, draw, measure and compare angles to the nearest degree?
- Am I able to describe and represent the result of a reflection or translation?
- Can I complete, read and interpret information in tables, including timetables?
- Do I understand all aspects of time effectively?
- Do I know how to use a calculator effectively?

# Science

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Our aim in Science is to teach the pupils the skills of working scientifically. We teach them how to ask questions, make observations and carry out tests, experiments and investigations. They will learn to use a range of sources to answer their questions, and will gather and record data. The pupils will find ways of carrying out fair tests and be given opportunities to make decisions in choosing equipment, recording observations and drawing conclusions. When reflecting on their learning, the pupils will use scientific evidence to hypothesise, evaluate and suggest improvements for further scientific activities.

Pupils will cover topics including:

- Animals Including Humans (Describe changes as humans develop to old age)
- Forces
- Materials (Properties and Changes of materials)
- Electricity (Problem Solving with Circuits, Conductors & Insulators)
- Living Things and Their Habitats (Oceans, life cycles, plant and animal reproduction - not human)

## Information and Communication Technology (ICT)

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ICT is embedded within the curriculum to support learning in each subject. The pupils will learn about the following topic areas and endeavour to answer a wide range of questions, including:

### **E-Safety**

- How can I make sure that I stay safe online?
- How can I demonstrate that I can use applications and communication appropriately?

### **Use of digital devices**

- Can I access computer based learning technologies such as: Google Classroom, Times table Rockstars, Mathletics and Purple Mash?
- Do I know how to use computers, Chromebooks, digital cameras and tablets?

### **Coding**

- How can I use my knowledge of coding to design, write and debug programs that accomplish specific goals?
- Am I able to work with variables and various forms of input and output?
- How do algorithms work and how can I detect and correct errors in algorithms and programs?



## MFL

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Our MFL curriculum is designed to progressively develop childrens' skills in languages, through weekly lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics.

Throughout the year, pupils will be taught French, German and Spanish to expose them to a variety of languages including French, German and Spanish but also languages from torah places in Europe and around the world. There will be a greater focus on Spanish for all year groups to allow progression in a language.

Children will develop a love of languages and be well equipped for the next stage of their language learning

Children make good progress from their own starting point

Children will be given the opportunity to look at other languages – particularly if children are bi-lingual.

Children will learn how language skills can be applied to a range of languages.

Children will develop their language through development of the four key skills of speaking, listening, reading and writing.

Children will enrich their language learning by developing an understanding of the culture of different countries.

## History

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During the year, the pupils will learn to use information finding skills to write about historical events, identifying similarities and differences between given periods in history. The pupils will identify historically significant people and events, and describe social, cultural, religious and ethnic diversity in Britain and the wider world. They will describe events using dates and develop chronologically secure knowledge of history, noting connections, contrasts and trends. The children will have opportunities to understand the differences between primary and secondary sources and how different types of sources are used. We will teach them to identify the similarities and differences between different periods, addressing and devising historically valid questions.

### **Autumn**

#### **Tudors**

- Who were the Tudors?
- How accurate are historical sources?
- What were the biggest changes in this time period and what was their impact?
- How did religion change during this time period?

- Which Tudor Monarch had the biggest impact on society?

## **Spring**

### **Crime and Punishment**

- What did the Romans believe about Crime and Punishment?
- How did the legal system work in AngloSaxon Britain?
- What do we notice about the modern British and Roman justice system with that of the Anglo-Saxons?
- How has punishment and justice changed over the years?
- What can we find out about Tudor punishments?

## **Summer**

### **Local Flooding and the Flood relief**

- What is meant by the term 'flood plain'?
- When did Maidenhead last flood?
- Why is Maidenhead called Maidenhead?
- Why was the Jubilee flood relief channel needed?
- How much did the Jubilee River cost?

# **Geography**

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In Geography, our aim is to teach the pupils a number of geographical skills, including:

- Human and physical Geography
- Describing and showing understanding of weather and climate, landscapes, and economic activity
- Map Skills; using maps, atlases, digital and computer mapping to locate countries and describe features as studied
- Comparison of locations; study similarities and differences of contrasting regions both in the UK and around the world.
- Fieldwork; observe, measure and record the features of areas studied.

## **Autumn**

### **Europe**

- What are the names of the European countries?
- What are the names of the seas and oceans around Europe? How many European flags and capital cities can you identify?

### **Aerial Photographs**

- What is an aerial photograph?
- What is a satellite image?
- How is an aerial photo different from a satellite image?

- Can you identify famous landmarks from aerial photographs and satellite images?

### **Maps**

- Using atlases, map symbols, compass points, 4 and six figure grid references

### **Spring**

#### **Map Skills**

- How can I find and recognise places on maps of different scales?
- Can I use 8 figure compasses and begin to use 6 figure grid references?
- Am I able to locate the world's countries?(focus on North & South America)
- What are lines of longitude & latitude?

### **Summer**

#### **Rivers**

- Where Does Our Water Come From?
- What are the features of Rivers?
- How do we use Rivers?

#### **Ocean Conservation**

- What causes ocean pollution?
- How much plastic is in the ocean?
- Where do plastics in the ocean come from?
- How can we prevent ocean pollution due to plastics?

## **Personal, Social, Health and Economic Education (PSHEE), Relationship Sex Education (RSE) and Wellbeing**

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Regular lessons for PSHEE/RSE help to promote physical and emotional well-being; spiritual, moral, social and cultural development of pupils. Due to its cross-curricular nature, PSHEE/RSE plays a crucial role within all aspects of school life and is also included in the weekly assemblies - a values assembly and a celebration assembly is held every week to celebrate individual and group achievements both inside and outside school.

Promoting these values means actively and sensitively challenging pupils, staff or parents expressing opinions contrary to fundamental British values. As part of our curriculum we follow the Jigsaw Scheme for PSHEE/RSE and will teach a different theme each half term. Please

see a breakdown of what our PSHEE/RSE curriculum looks like in Year 5 below:

Autumn Term		Spring Term		Summer Term	
Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice Participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Understanding healthy foods, drinks and habits v unhealthy - importance of balance. Understanding medicines and addictive substances such as caffeine, sugar and alcohol - including the impact on our behaviour Emergency aid Body image Motivation and behaviour	Self-recognition Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self and body image Influence of online & media on body image Puberty - inside changes for both genders. Animals having babies - life cycles continue linking similarities to how human babies grow. Preparing for transition

British values are actively promoted throughout the school and embedded within the PSHEE/RSE programme of study to ensure pupils are prepared for life in modern Britain. Pupils are encouraged to respect the fundamental British values, as defined by the government, of:

- Democracy – actively promoted through PSHEE/RSE lessons, school council, pupil voice activities and the house system
- Rule of law – actively promoted through PSHEE/RSE lessons, key values and our golden rules
- Individual liberty – actively promoted through our PSHEE/RSE lessons, rights and responsibilities
- Mutual respect – actively promoted through our PSHEE/RSE lessons, key values, golden rules and the Claires Court essentials
- Tolerance of those of different faiths and beliefs – actively promoted through PSHEE/RSE lessons, our RE curriculum and assemblies.

# Religious Studies (RS)

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The aim of RS lessons is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

## **Autumn**

### **Sikhism**

#### **Belief into Action**

- How far would a Sikh go for his/her religion?

### **Christianity**

#### **Christmas**

- Is the Christmas story true?

## **Spring**

### **Sikhism**

#### **Beliefs and Moral Values**

- Are Sikh stories important today?

### **Christianity**

#### **Easter**

- How significant is it for Christians to believe God intended Jesus to die?

## **Summer**

### **Sikhism**

#### **Prayer and Worship**

- What is the best way for a Sikh to show commitment to God?

### **Christianity**

#### **Beliefs and Practices**

- What is the best way for a Christian to show commitment to God?

## **Art**

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Each term pupils should address the following:

- Am I able to understand and enjoy art?
- Have I had opportunities to encounter different approaches to art and to work?

- Have I used creative, imaginative and practical skills?
- Have I looked at and discussed famous artists and their work to gain inspiration or to understand different techniques?
- Have I looked at and discussed the work of my peers to gain inspiration or to understand different techniques?
- Have I developed my understanding of colour, form and texture?
- Have I developed my ideas in my sketchbook?
- Have I improved my control of materials, tools and techniques?
- Am I able to use different media including pencil, pastel, pencil colours, oil pastel, watercolours, acrylics, pen and ink, charcoal and clay?
- Am I able to experiment with different mark making techniques?
- Can I research different artists and ideas using Chrome books and the library?
- Am I able to reflect on my own work and suggest improvements?

## **Autumn term**

*Life drawings, movement, observational studies, still life*

- Art movements studied include abstract art and abstract expressionism
- Artists studied include Degas, Adams, Rothko, Gorman, Clement, Modigliani and Bacon.

## **Spring term**

*Portraiture, figure studies, life and imagination, colour studies, journeys*

- Art movements studied include expressionism
- Artists studied include Moore, Basquait, Alechinsky, Hirst and Kandinsky.

## **Summer term**

*Landscape, photography, sculpture, nature, art tracking*

- Art movements studied include impressionism, romanticism and contemporary art
- Artists studied include Turner, Goldsworthy, Hepworth, Moore, Munch and Cezanne.

# Design and Technology (DT)

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In DT pupils are encouraged to explore different materials, tools and processes of making. They are encouraged to ask questions, predict results and reflect on their learning. Pupils have access to a range of materials and equipment and we ensure that health and safety procedures are strictly adhered to.

## Autumn term

- Have I understood and improved my designing and making skills?
- Can I generate ideas and recognise that their designs have to meet a range of different needs?
- Can I make realistic plans, clarifying when asked and use words, labelled sketches and models to communicate the details of their design?
- Am I able to use tools and equipment safely and with some accuracy?
- Can I design, plan and evaluate a chariot?
- Am I able to laminate?
- Have I adhered to the safety procedures?

## Spring term

- Am I able to develop, plan and communicate ideas?
- Can I work with tools and materials to make quality products?
- Am I able to evaluate processes and products?
- Have I gained knowledge and understanding of materials and components?
- Have I planned and designed an effective shelter?

## Summer term

- Can I evaluate and make changes to improve my work?
- Can I work as part of a design team?
- Am I able to work independently?
- Can I design a logo?
- Can I design, plan and evaluate my work?
- Am I able to communicate through exchanging designing and making ideas?
- Can I work with others through drawing on others' experience to generate ideas?
- Have I made improvements with my problem solving when making and planning?

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# Physical Education (PE)

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All pupils are encouraged to lead a healthy, active lifestyle and take part in all PE lessons that are offered to them. A double lesson will be designated to PE and an afternoon to Games each week plus one single lesson to swimming.

## Autumn Term

### *Gymnastics*

- Can I complete a gymnastics sequence of 5 different elements with a partner?
- Can I hold a point balance or body shape for 5 seconds?
- Can I use a variety of high, medium & low methods of travelling across apparatus?
- Can I make use of apparatus and equipment effectively taking the correct safety measures?

### *Dance*

- Can I organise my own warm up and cool down activities to suit the dance?
- Can I compose motifs and plan dances creatively and collaboratively in small groups?
- Can I identify and make clear dynamic movements?
- Can I start and finish my dance with clear starting and finishing positions?
- Can I convey mood and feeling in my dance?
- Can I describe, analyse, interpret and evaluate dances?

### *Handball*

- Can I work efficiently and effectively with a partner or small group?
- Can I establish correct defensive methods in order to successfully play invasion games?
- Am I able to move in a number of different positions ensuring I keep constant and consistent balance?
- Am I able to control and monitor speed and agility?
- Can I move around a handball court with the ball using both my right and left hand?
- Can I shoot a handball at a target ensuring accuracy and power?
- Do I understand the basic rules of handball?
- Do I have an overall understanding of basic techniques and methods in travelling, attacking and defending in game situations?

## Spring Term

### *Indoor Athletics*

- Can I master basic movements including running, jumping, throwing, and control and judgement using the correct technique?
- Can I balance on my right and left foot for 30 seconds each?
- Can I change direction quickly at speed?
- Can I use my upper body strength to do an underarm and overarm throw and know when to use it?
- Can I aim and throw accurately into a target?
- Can I use the power in my legs to jump, using different jumping techniques, such as one foot onto two or two feet onto two feet?

### *Net & Wall*

- Can I perform a successful forehand, backhand and volley technique in tennis?
- Am I able to make effective stroke decisions in game play?



- Can I hit a moving tennis ball in a controlled space ensuring the correct amount of power?
- Am I spatially aware throughout match situations in order to break down an opponent?
- Can I perform an underarm serve into a target?
- Can I score a tennis match correctly?

## **Summer Term**

### *Athletics*

- Am I able to choose the best pace for a running event, so that I can sustain my running and improve on a personal target?
- Can I show control at take-off in jumping activities?
- Do I show accuracy and good technique when throwing for distance?
- Can I identify good athletic performance and explain why it is good, using agreed criteria?
- Can I perform in a team relay race demonstrating the correct change-over techniques?

## **Games**

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### **Autumn Term**

#### *Hockey*

- Do I understand how to play each position and role in hockey?
- Do I know the rules of mini hockey?
- Can I dribble with speed and control, keeping my head up?
- Can I use a push, hit and slap pass, to pass to a partner or through a target?
- Can I beat an opponent at speed using a right hand dodge?
- Can I tackle my opposition safely, gaining possession of the ball?
- Am I able to show spatial awareness when playing in competitive situations?
- Can I use tactics to influence a game situation?
- Can I play a small sided game and keep possession?
- Can I apply a variety of skills and game principles linked to attacking and defending?

#### *Netball*

- Can I use different types of passes and know when to use them?
- Can I receive a pass and turn in the air?
- Can I get away from my defender and drive onto the ball?
- Can I defend effectively such as man to man marking?
- Do I understand the importance of teamwork and working within a team?
- Can I play various positions on court?
- Am I able to control and monitor speed and agility?
- Can I shoot at a target ensuring accuracy?
- Am I able to apply different tactics in various situations in the game?

#### Rugby

- Am I able to perform basic skills of running with ball in hand, passing and supporting, and tackling with confidence using a good body technique?
- Do I show awareness of opponents and team-mates when playing competitive matches?
- Can I make choices about appropriate positioning, space and support play?
- Do I work well with a partner or in a selected team?
- Do I make early decisions about the skills and tactics to use when playing competitive games?
- Do I thoroughly understand the RFU laws of the game set out for my age range?

## Spring Term

### *Football*

- Am I able to pass, dribble and shoot with control in competitive matches?
- Can I identify and use tactics to help my team keep the ball and take it towards the opposition's goal?
- Am I able to show spatial awareness when playing in competitive situations?
- Do I work well with a partner or in a selected team?
- Do I carry out thorough, effective warm up activities?
- Do I use a number of different techniques to play games confidently?
- Do I communicate effectively to fellow team players?

### *Cross Country*

- Do I understand the importance of an athletic warm up and what happens to my body?
- Can I identify my individual running pace?
- Can I control my breathing whilst running for example in through my nose out through my mouth?
- Can I improve my personal time?
- Can I relax my upper body while running and pump my arms?

## Summer Term

### *Cricket*

- Can I use a range of skills, e.g. fielding, batting and bowling with some control and accuracy?
- Do I choose and vary skills and tactics to suit the situation in a game;
- Do I know the rules of the game and use them fairly to keep games consistent with a view to include all participants?
- Do I throw a ball well from a distance using the correct throwing technique?
- Do I bowl with good line and length?
- Can I play games well using a variety of skills and equipment?

## Swimming

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At Claires Court we feel that swimming is a very important life skill and should be accessed by everyone. All pupils will receive swimming lessons during the school year . Pupils will have one swimming lesson per week.

## **Autumn Term**

### **Water Confidence & Water Safety**

- Do I know the pool's safety rules?
- Can I demonstrate an understanding of preparation for exercise?
- Am I able to do a freestyle start and turn?
- Am I able to do a backstroke start and turn?
- Can I swim under-water through submerged hoops, picking up sinkers along the way?
- Can I participate in performing a team starfish float (skydiving formation)

## **Spring Term**

### **Stroke Technique**

- Can I tread water for up to a minute whilst wearing pyjamas?
- Am I able to swim front-crawl, head up, with a ball?
- Am I able to do a breaststroke start and turn?
- Am I able to combine butterfly arms and legs for 25 metres, breathing every second stroke?
- Am I able to do a butterfly start and turn?
- Am I able to participate during water-based ball games?
- Am I able to complete an obstacle course whilst keeping my feet off the bottom throughout?

## **Summer Term**

### **Inter House Swimming Gala**

#### **Personal Survival**

- Can I tread water for up to a minute whilst wearing pyjamas?
- Do I know what to do if I get into trouble in deep water?
- Do I understand which basic lifeguarding skills are required to be able to assist someone else?

## **Music**

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### **Music**

All pupils in Year 5 receive a one hour music lesson per week. In Year 5 the focus is on pitching the notes of both major, minor and pentatonic scales, identifying and being able to write complex rhythms including semiquaver patterns using written notation, and identifying time signatures. In the autumn term, all pupils will learn to play the Ocarina to develop their reading skills. In the Spring term the pupils take part in a whole school musical production. The pupils will focus on the importance of music in films, composing a short piece using digital applications and preparing for their pop performances in

the summer term.

Specific topics will include:

- Ensemble performances
- Instrumental skills
- Rhythm reading and writing
- Composing using digital applications

## Drama

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Throughout the year the pupils will develop their speech and communication skills. They will be given opportunities to work in smaller groups to develop creative ideas and work on whole class drama projects where they develop negotiation skills, taking turns to share their creative ideas.

They will develop their understanding of different techniques for working in roles and have opportunities to evaluate different aspects of performances such as characterisation, dramatic effects and suitability for different audiences. They increase their performance and public speaking skills through identifying the importance of some key differences between formal and informal spoken language and analysing how effectively speakers use language to argue and persuade.

Opportunities to perform include:

### **Autumn term**

- Performances: Harvest, Carol Service (singing)
- Listening and musical appreciation
- Theory: Instruments of the orchestra
- Curriculum repertoire topic: Tudors, and Greensleeves

### **Spring term**

- Performances: Musical theatre module and ocarina
- Theory: Introduction to the elements of music
- Curriculum repertoire topic: WWII

### **Summer term**

- Performances: summer concert and pop performances
- Listening: Handel's water music
- Theory: Reading the musical grand stave
- Curriculum repertoire topic: Water and the Titanic

## **Extra-curricular activities**

- Junior ensemble (before school, by invitation)
- Junior choir (lunch times)

## **Private music tuition**

*For the first half of the autumn term, instrumental lessons will take place outside of the school day, with the pupils arranging with their teachers a suitable time to be taught. This plan will be reviewed in October. We hope that it will be possible to bring all of our peripatetic teachers into school after the October half term break, although this will be dependent on the progress of the current pandemic.*

Lessons are offered in piano, singing, guitar, flute\*, oboe\*, clarinet\*, saxophone\*, trumpet\*, cornet\*, trombone\*, violin, cello and drums. Please be aware that most wind instruments (marked with an asterisk\*) require a certain degree of orthodontic development for example adult teeth.

Other instruments may be available on request. All enquiries regarding private music tuition should be addressed to Head of Music, Mrs Emma Stevenson [evs@clairescourt.net](mailto:evs@clairescourt.net)

## **Forest School**

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During their bi-weekly session, pupils will be learning new skills and building on our Claires Court Key Values and Essentials using the outdoors as our classroom at Junior Boys. Cross Curricular Activities will include den building, bridge building and crafts for all year groups and, in the Summer Term, Year 5 and Year 6 will learn the art of fire building and lighting (smores will definitely happen!). In Year 6, we will progress to cooking some food over their fires. We will be using the Thicket and our own Bushcraft area, which will be developed into a larger space to allow us to do more activities on site.

## **HOMEWORK**

At Claires Court Juniors, we believe that having a good homework routine provides pupils with structure and a healthy attitude towards learning. We ensure that homework is not too onerous, and it should never be something brand new (unless planned - for example; "find out as much as you can about Queen Victoria and come to the lesson with questions you would like to know the answers too")

Homework is progressive throughout the year groups. We know what is expected in Senior Schools (where the impact on progress starts to take place) and therefore having a good routine in place, is very beneficial.

Specific Homework Expectations will be explained at the beginning of the year.

## **SEND SUPPORT**

It is our aim to ensure that all pupils have access to the school curriculum and all school activities. Within our normal classroom provision we aim to:

- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is appropriate to their needs
- Work in partnership with parents or carers, pupils and relevant external agencies in order to provide for children's educational needs
- Identify, at the earliest opportunity, all children that need special consideration to support their needs, whether these are educational, social, physical or emotional
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement
- Promote self worth and enthusiasm by encouraging independence at all age and ability levels
- Give every child the entitlement to a sense of achievement.

With the permission of parents or carers, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs

- Provide advice on how to best support the child
- Suggest resources that would help the child make progress.

Our teachers and teaching assistants work with parents/carers and the Special Educational Needs Co-ordinator (SENCO) to find ways to support each child with their needs, including giving parents or carers ideas on how to help their child at home.

SENCO - JUNIORS AND NURSERY Bridie Gravett ([bjg@clairescourt.net](mailto:bjg@clairescourt.net))

## **ASSESSMENT**

At Junior Level, assessments allow us to track your child's progress, benchmark your child's performance against a National Average, ask questions about your child's performance and ensure that your child is getting the appropriate differentiation and scaffolding.

Teachers assess day-to-day, lesson-to-lesson; this is how we plan next steps and know how to differentiate.

At the beginning of each year, we use INCAS to assess your child. All pupils will be assessed in 6 key developmental areas which research shows are linked to academic outcomes. The results allow teachers to plan for your child individually.

- **Reading**  
word recognition, decoding, and comprehension
- **Spelling**
- **Mathematics**  
includes counting, arithmetic, fractions, patterns, algebra, measures, shape and space, and data handling
- **Mental Arithmetic**  
addition, subtraction, multiplication, and division
- **Developed Ability**  
picture vocabulary and non-verbal reasoning
- **Attitudes**  
students' attitudes to reading, maths, and school

At the end of each year, we use Progress Tests in English (PTE) and Progress Tests in Maths (PTM) to assess your child.

In January, the pupils all take a Cognitive Abilities Test (CATS) which assesses your child in Verbal, Non-Verbal, Spatial and Quantitative abilities. This can help teachers understand how your child is progressing and their thinking capabilities in different areas, and it can also be used to give an indication of whether the Grammar School route is appropriate.

Parents' Evenings take place once a term. This feedback time is to provide you with information about how your child is progressing both academically and pastorally.