



Parent Guide

Year 5

Welcome to Great Heath Academy. We hope that this guide will tell you more about the work that we do and how you can help support your child's education. There is a separate guide for each year group. Some of the information is the same, but some varies according to the age of the children. You can find more detailed information on our website: www.greathathacademy.atrust.org.uk

It is a shared desire, of all staff and parents, for all the children who attend Great Heath Academy to achieve their maximum potential. To this end, this guide has been created to help clarify what goes on in school and hopefully support you, the parents, in your efforts to help the children outside the school gates.

There is a great deal of information included within the next few pages. We hope you find it helpful, but if you feel there is something missing, or you require more detail on something, please let us know.

General Information

Attendance

School starts at 8.55am every day. Children line up outside their classroom and are brought in to class by the class-teacher. Children arriving late should sign in at the school office. The register closes at 9.05am each day. Children who arrive after that time, without a valid reason, are marked with an unauthorised absence.

If your child is too unwell to attend school, please phone **01638 713430** on the first day of absence.

Lost property

Please label all items of uniform. Lost property is kept in the dining hall. If you would like to look in the lost property cupboard, please ask at the school office. Items not claimed at the end of term are disposed of.

Medication

Please note that we will only administer prescription medication, prescribed by a doctor. This must clearly show the dosage and frequency. You will need to complete a consent form, obtainable from the office.

Uniform

- Jumper/cardigan in the academy colour of green, with the academy logo. V-neck, not round neck.
- White shirt (long or short sleeve).
- Academy tie (green & silver broad stripe). Available from the school office.
- Grey trousers (shorts in the summer term).
- Grey skirt/pinafore dress (green checked summer dress in the summer term).
- Black, low heeled, sensible shoes.

PE kit

- Bottle green t-shirt with logo
- Black PE shorts
- Plimsolls/trainers
- Great Heath gym bag

Contacting Great Heath Academy

For anything related to learning or pastoral, your first port of call should be the class teacher. They spend the most time with your child and will be able to deal with most queries. If the class teacher is unable to provide the advice you need, please contact the Phase Co-ordinator. For Y5 & Y6, this is **Miss Tara Oakley**.

If the Phase Leader is unable to help, please contact the Assistant Principal for the Key Stage your child is in. For KS2 (Y3, Y4, Y5 and Y6), this is **Mr Andrew Smith**. Any issues that cannot be resolved by Mr Smith should then be passed on to the Principal, **Mrs Naomi Brown**, or to the Executive Principal, **Mr Steven Vincent**.

English: Reading

Children read in school every day in school in both formal and informal settings. Within a normal school day, children read as a class in groups, in pairs and individually, both silently and aloud. We have a large range of fiction and non-fiction books in the classroom which all children are able to access. We also have a well stocked library and the children are encouraged to regularly borrow and return books.



In English lessons, children often share a text with the teacher and all are encouraged to take part in reading the text, understanding the meaning and developing reading strategies, using them to read new and unfamiliar words. Children learn about the structure of stories, poems and information texts. They become aware of authors, illustrators and publishers and begin to develop and express preferences in their reading. An awareness of writing styles and conventions is also developed through reading so that children may be aware of these and apply them to their own writing.

Within the classroom the children are exposed to a 'print rich' environment with lots of key words and displays. Every classroom has an English "Working Wall", providing guidance on key reading and writing strategies. Children are encouraged to read throughout the day, and there are times during the week when we DEAR; Drop Everything And Read.

All children at Great Heath, have access to a computerised reading development programme called Lexia. This system adjusts itself to a child's abilities and becomes progressively harder as they develop. It provides a true personalised teaching programme for all children.

Naturally all other curriculum areas give a high priority to literacy skills and skills taught and learnt in English are also practised and reinforced in other subjects. There is a book corner in all classrooms and a well stocked library. Children are taught to respect and take good care of books so that they can be used and enjoyed by everyone. Hearing stories and poems is just as important as reading them and story time is a very special time for both children and teachers. Teachers model good reading skills which help to make the texts more interesting and enjoyable to the listener.

Within KS2, reading is far more than being able to say the words on the page. This is known as decoding and is one of the first reading skills taught. As the children become older, far more time is spent on developing the children's understanding of retrieval, inference and understanding, so that each child is able to to analyse a text, drawing out the reasoning for the use of language and so that they are able to explain the author's intent. Children need to develop these important skills:

Comparing & Contrasting, Contextual Understanding, Inference with justification through evidence, Prediction, Retrieval, Skimming & Scanning, Summarising.

At school, children are **taught** to read. They do, however need to **practise** their reading as often as possible and this is where a good home reading scheme is invaluable. Sharing books and stories and talking about them with your child will help increase his/her enjoyment of books and improve their reading skills. Try to set aside a quiet time when you can sit together and share the enjoyment of the story and the pictures, talking about the story and discussing what happened and why.



English: Reading (continued)

Once children have developed the basic skills of reading, there can be a risk that their motivation and enthusiasm begins to lessen. This is a vital sign in children's reading development and the point at which parents can offer invaluable support. Taking the time to talk to your children about the books they choose and listening to them reading aloud regularly can make all the difference. Children need to understand why we read. They need to experience the range of feelings that a book can create or the power that can be gained from accessing information. Reading must not only be confined to stories. Many children love reading comics, magazines, newspapers, information books and poetry. All of these reading activities should be encouraged.

Children at Great Heath have a reading diary and we expect children in Year 5 to read a minimum of 3 times per week. Even at this age, children need to read to an adult so that they can discuss what happened and the reasons for it. They need to discuss the text and consider what the words and phrases mean and why the author chose them. We have a reading reward scheme and children can collect prizes for reading regularly at home. Please support your child by filling in their diary each time you hear your child read. Please be honest with your comments. If your child had problems with certain words or found the book very difficult, please say so.

Activities & techniques to help develop reading

- Teach your child the technical terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- Reading whole books to your child so that they can meet texts and authors they might not choose to read themselves.
- Expose your child to more than one account of the same event so that they can examine similarities and differences.
- Show your child different types of writing, such as diaries and autobiographies which are written in the first person, and discussing the relevant features.
- Teach your child how to use contents and index pages within reference books so that they can retrieve information, and frequently asking them to do so.
- Allow your child to read texts they are genuinely interested in, e.g. reading information leaflets before visiting a gallery or museum, or reading a theatre programme or review.
- Provide your child with ample opportunities to access increasing challenging texts which explore a variety of themes.

Some points to note

- Reading should be fun and enjoyable. Be guided by your child's concentration span; try to stop just before anxiety, tiredness or boredom set in! Give lots of praise and encouragement.
- Make reading special by having a quiet place where your child can have your full attention and read undisturbed by siblings or the television.
- Have a regular reading time, e.g. 10 minutes or so after tea or at bedtime.
- Your child's progress in reading will be constantly monitored in order to give them the help and support they need. It is quite normal for children to progress at different rates. It is therefore to be expected that, within one class, children will be reading different books.



English: Spelling

The list below is the spelling list for Y5 and Y6. children are expected to know how to spell all of these words by the end of Y6.

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

Within lessons we use a programme called No Nonsense Spelling to teach children the letter patterns and the words. Children will have regular spellings to learn at home. Please support your child by helping them learn their spellings.

- Try writing the word down in two or three different ways, in joined handwriting. This will fix the spelling in the hand.
- Use a highlighter pen to draw your attention to the part of the word you need to learn.
- Look for words within words (e.g. get in vegetable, lie in believe).
- Use the Look, say, cover, write, check strategy.
- Group together words that may not sound alike but have a shared pattern.
- Listen to the word. Break it into syllables and then identify the phonemes in each syllable (e.g. Sep-tem-ber).
- When letters or parts of words are silent, say the words in an exaggerated way (e.g. k-nife, bus-i-ness).
- Analogy is using words already known (e.g. could, would, should).
- Learning about the structure of words can help spelling. For example, find the root of a word and check whether it changes when prefixes or suffixes are added (e.g. smiling: root = smile + ing).
- Mnemonics are a useful memory aid (e.g. Big elephants can always use small exits).
- Homophones often cause difficulties. Learn them with other words that look the same rather than sound the same (e.g. there, here, where).
- Think of a spelling rule (e.g. short vowel and single consonant, double the consonant when adding ing).



English: Grammar (general)

Below you will find guidance on common grammatical terms.

adjective	A part of speech that describes a noun.
adverb	A part of speech that describes a verb.
antonym	A word that means the opposite of another.
clause	A group of words that contains a verb. It may be part of a sentence or a complete sentence by itself.
collective noun	A noun that refers to a group of people, animals or things.
command	A sentence that tells someone to do something.
complex sentence	A sentence with a main clause and a subordinate clause.
compound sentence	A sentence with two main clauses joined together by a word like <i>and</i> , <i>but</i> or <i>or</i> .
conjunction	Links clauses within a sentence.
connective	A word or phrase that links clauses or sentences
contraction	A word that is shortened by missing out some letters.
definite article	Refers to a particular person or thing.
dialogue	A conversation between 2 (or more) people.
reported speech	When you write what people say without inverted commas.
direct speech	When you write down the actual words that are spoken and use inverted commas.
homonym	Words that sound the same and are spelt the same but have different meanings.
homophone	Words that sound the same but have different spelling and different meanings.
phrase	Part of a sentence that does not contain a verb and does not make sense on its
prefix/suffix	A letter, or group of letters, added to the beginning/end of a word to change its
preposition	Shows the relationship between one word and another.
pronoun	Used to avoid repeating a noun that has already been used.
proper noun	A noun that refers to a thing, place or person by name.
simple sentences	A sentence with one clause. Contains (at least) one verb.
subordinate clause	A clause that does not make sense on its own, but gives more information about the main clause.
1st/3rd person	When the write speaks about himself or herself (1st person) or about another (3rd person)



English: Grammar (Y5 specific)

Below you will find guidance on common grammatical terms.

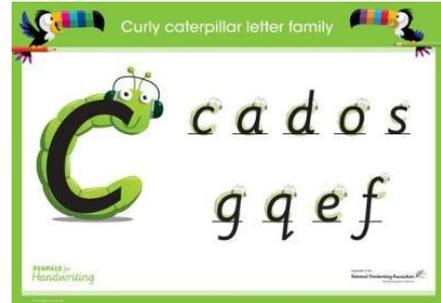
ambiguity	<p>When the meaning of a sentence is not clear and there could be more than one interpretation. This can be intentional, or it can be because grammar and punctuation have been used incorrectly.</p> <p><i>I've never tasted a cake like that!</i> It's not clear whether that's good or bad.</p> <p><i>She took the dog for a walk wearing a floppy hat.</i> Is 'she' or the dog wearing the floppy hat? This could be rewritten as <i>Wearing a floppy hat, she took the dog for a walk.</i></p>
bracket	<p>Punctuation used to mark information which is 'in parenthesis' (see 'parenthesis'), extra information in a sentence. The sentence makes sense without this information.</p> <p><i>The party (which starts at 7 o'clock) is going to be fun for everyone.</i></p> <p><i>I had a delicious burger (the best I've ever tasted!)</i></p> <p><i>Edinburgh (the capital of Scotland) is visited by millions of tourists every year.</i></p>
cohesion	<p>The devices used to link sentences and paragraphs across a piece of writing. This can include time conjunctions, adverbials, tense choices and repetition of a word or phrase.</p> <p><i>In a house nearby, someone else was making plans.</i></p> <p><i>Later that night, they met at the end of the road.</i></p> <p><i>It had been decided that she would go first.</i></p>
dash	<p>Punctuation used to mark information which is 'in parenthesis' (see 'parenthesis'), extra information in a sentence. A single dash can be used to add a final comment.</p> <p><i>That morning – which was cold and windy – he forgot to put his coat on.</i></p> <p><i>We were all ready – but where was Melissa?</i></p>
modal verb	<p>Used to show degrees of possibility, or how likely it is that something is going to happen. might, should, will</p> <p><i>I might go to visit my cousin, if I finish my work.</i></p> <p><i>The weather forecast says that it should be sunny tomorrow.</i></p> <p><i>Louisa will bake a cake, as she has bought the ingredients.</i></p>
parenthesis (plural – parentheses)	<p>A word or phrase added as an explanation, to provide extra information, as an afterthought or aside in a sentence that would be complete without it. Parentheses are punctuated with commas, brackets or dashes.</p> <p><i>Arsenal, the football team I support, are playing in the cup tonight.</i></p> <p><i>We're having pizza (my favourite) for tea.</i></p> <p><i>A few of the people at the party – Anna, Ramone and David – left very early.</i></p>
relative clause (also see 'relative pronoun')	<p>Adds extra information to a sentence; that, who, what, where, which, why.</p> <p><i>Salisbury, which is in Wiltshire, is famous for its cathedral.</i></p> <p><i>Ibrahim, whose car we were travelling in, was a safe driver.</i></p> <p><i>The central sports complex, where we play hockey, is open seven days a week.</i></p>
relative pronoun	<p>Pronouns are used to replace nouns or noun phrases. A relative pronoun links one part of a sentence to another by introducing a relative clause that describes an earlier noun or pronoun. who, which, that</p> <p><i>This is the athlete who won a gold medal.</i></p> <p><i>The new school, which opened yesterday, has 450 pupils.</i></p> <p><i>I think we should go that way to get home.</i></p>

English: Handwriting

At Great Heath Academy, our aim is that pupils will be supported to develop a handwriting style which is clear, joined and fluid. Inevitably some will be neater than others, but each child can acquire a consistent and fluent style. Formal handwriting skills are taught regularly and systematically through the use of the PENPALS Handwriting scheme. By the end of Year 6 pupils should have a clear, fluid handwriting style.

Five stages are identified and these form the basic organisation of the scheme:

- Readiness for writing: gross and fine motor skills leading to letter formation (Foundation)
- Beginning to join (Lower KS1)
- Securing joins (Upper KS1/Lower KS2)
- **Practising speed and fluency (KS2)**
- **Presentation skills (KS2)**



Posture and pencil hold

- It is important that children hold their pencil correctly and ensure their posture is correct.
- Feet flat on the floor
- Head up, not resting on the desk or hand
- Paper at the correct angle
- Spare hand steadies the paper

Pencil hold

- Pencil held between finger and thumb
- Middle finger provides extra support

*Top joining or
baseline joining
throughout the text*

Penpals: Example Letter formation before joining

a b c d e f g h i j k l
m n o p q r s t u v w
x y z

Penpals: Example Letter formation with joins

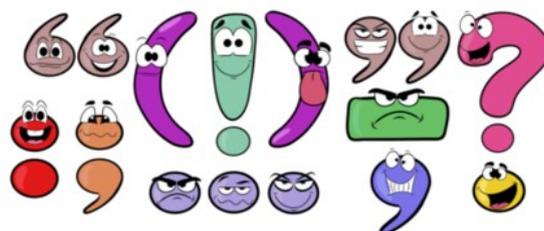
abcdefghijklmnopqrstuvwxyz
abcdefghijklmnopqrstuvwxyz



English: Punctuation

Below are the types of punctuation the children are expected to know and use independently by the end of Y6. By the end of Y5, children should have mastered most of these punctuation marks.

Punctuation mark		Purpose	Example
Full stop	.	A full stop is used at the end of a sentence or to show where a word is abbreviated.	Tower St. is the oldest street in our village.
Exclamation mark	!	An exclamation mark is used at the end of sentence which expresses strong feeling.	You are amazing!
Question mark	?	A question mark is used at the end of sentence that asks a question.	Do you know what a question mark is used for?
Comma	,	Commas are used to separate two or more nouns, to separate phrases or clauses or to separate direct speech.	Martin opened his bag, looked inside and said, "I have apples, pairs and bananas."
Apostrophe	'	Apostrophes are used to form contractions or to indicate possession.	I can't believe Jack's brother still hasn't arrived!
Colon	:	A colon can be used to introduce a list, before someone speaks or instead of a full stop.	She was freezing: the temperature was below zero. "I have the following: eggs, flour and butter."
Semi-colon	;	A semi-colon is used to separate parts of a sentence. It is stronger than a comma but not as strong as a full stop.	Jane likes Indian food; Marco prefers Italian food.
Brackets	()	Brackets can separate off parts of sentence or put in an extra example.	The chicken (followed closely by her chicks) crossed the busy road.
Dash	—	A dash holds words apart. It is stronger than a comma, but not as strong as a full stop.	There is only one food worth eating – pizza!
Ellipsis	...	An ellipsis shows that words have been missed out. It can create suspense by adding a pause before the end of the sentence.	David kept pondering his decision . . . and finally decided he had made a mistake.
Speech marks Inverted commas	“ ”	Inverted commas , otherwise known as speech marks or quotation marks , are used: To enclose the exact words of a speaker, to indicate the titles of books, plays etc., to enclose a quotation, to emphasise a word, to show a word is slang or to enclose a nickname.	



Maths: Primary Advantage Maths

At Great Heath Academy we follow the Primary Advantage Maths Programme. This programme develops understanding of mathematical concepts using concrete, pictorial and abstract approaches. Children use a range of resources to develop their conceptual understanding of the procedures they use. Here are some examples of concrete & pictorial resources that children would use in KS1 and lower KS2:



Tens	Ones	or	Tens	Ones
<p>2</p>	<p>5</p>	<p>leading to</p>	<p>2</p>	<p>5</p>
<p>4</p>	<p>7</p>		<p>4</p>	<p>7</p>
			<p>7 2</p> <hr/> <p>1</p>	

Mental Maths

Children who can recall number facts quickly and accurately are at a huge advantage at school. It is really important that children are confident when recalling their times tables. Children in Year 5 and above are expected to already know all of their times tables up to 12 x 12. Your child learns their times tables each week at school, but it helps them a great deal if they practise them regularly at home.

Written Calculations

Over the next few pages, you will find a brief summary of the methods that we use in Y5 & Y6 for the four operations and for other calculations. By practising questions at home using the methods which we use at school you will be really helping your child. If you don't understand any of the methods please come and speak to the class teacher who will be more than happy to help out.

Maths: Addition

ThHTU+ThHTU and then any number of digits

1. Vertical column addition (expanded)

e.g

$$\begin{array}{r} 325 \\ + 46 \\ \hline 11 \\ 60 \\ \hline 300 \\ 371 \end{array}$$

2. Leading to regrouping below the line (formal column method)

e.g

$$\begin{array}{r} 325 \\ + 46 \\ \hline 371 \end{array}$$



Maths: Subtraction

ThHTU-ThHTU and then any number of digits

- Decomposition method (expanded then compact)
- 563-241

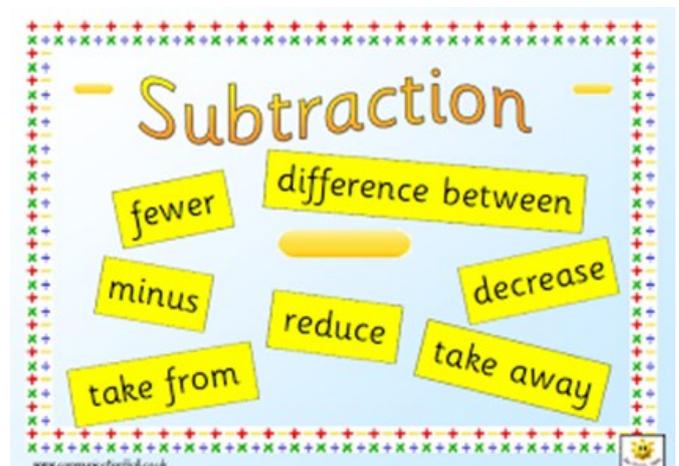
$$\begin{array}{r} 500 + 60 + 3 \\ - 200 + 40 + 1 \\ \hline 300 + 20 + 2 = 322 \end{array} \qquad \begin{array}{r} 563 \\ - 241 \\ \hline 322 \end{array}$$

563-278

$$\begin{array}{r} 500 + 60 + 3 \\ - 200 + 70 + 8 \\ \hline 200 + 80 + 5 \end{array} \qquad \begin{array}{r} 400 \ 150 \ 13 \\ 500 + 60 + 3 \\ - 200 + 70 + 8 \\ \hline 200 + 80 + 5 \end{array}$$

2. Leading to formal column method

$$\begin{array}{r} 4 \ 15 \ 1 \\ 5 \ 6 \ 3 \\ - 2 \ 7 \ 8 \\ \hline 2 \ 8 \ 5 \end{array}$$



Maths: Multiplication

Short multiplication (expanded then compact)

$$\begin{array}{r}
 138 \\
 \times 7 \\
 \hline
 56 \\
 210 \\
 \underline{700} \\
 966
 \end{array}$$

Leading to

$$\begin{array}{r}
 138 \\
 \times 7 \\
 \hline
 \underline{966} \\
 25
 \end{array}$$

Long multiplication (expanded then compact)

$$\begin{array}{r}
 138 \\
 \times 27 \\
 \hline
 56 \\
 210 \\
 700 \\
 \hline
 160 \\
 600 \\
 \hline
 2000 \\
 \hline
 3726
 \end{array}$$

Leading to

$$\begin{array}{r}
 138 \\
 \times 27 \\
 \hline
 966 \\
 \underline{2760} \\
 3726
 \end{array}$$

STAGE 4: SHORT MULTIPLICATION

	2	4	
x		6	
	1	4	4
			2

	3	4	2		
x			7		
	1	3	9	4	
				2	1

STAGE 5: TWO-DIGIT BY TWO-DIGIT PRODUCTS

56 x 27 is approximately 60 x 30 = 1800.

x	20	7	+
50	1000	350	1350
6	120	42	162
			1512
			1

	50	6	+
x	20	7	
	1000	350	1350
	120	42	162
			1512
			1

STAGE 6: THREE-DIGIT BY TWO-DIGIT PRODUCTS

286 x 29 is approximately 300 x 30 = 9000.

x	20	9	+
200	4000	1800	5800
80	1600	720	2320
6	120	54	174
			8294
			1

	2	8	6				
	x	2	9				
		5	4				
		7	2	0			
		1	8	0	0		
			1	2			
			1	6	0		
			+	4	0	0	
				8	2	9	4
							2

Maths: Division

HTU ÷ TU

1. Short division

$$369 \div 3 = \begin{array}{r} 123 \\ 3 \overline{) 369} \end{array}$$

2. Expanded method for long division

$$560 \div 24 = \begin{array}{r} 23 \text{ r}8 \\ 24 \overline{) 560} \\ - \underline{480} \\ 80 \\ - \underline{72} \\ 8 \end{array}$$

24 x 20 = 480
24 x 3 = 72
20 + 3 = 23

'EXPANDED' METHOD FOR LONG DIVISION

How many packs of 24 can we make from 560 biscuits? Start by multiplying 24 by multiples of 10 to get an estimate. As 24 x 20 = 480 and 24 x 30 = 720, we know the answer lies between 20 and 30 packs. We start by subtracting 480 from 560.

$$\begin{array}{r}
 23 \text{ R}8 \\
 24 \overline{) 560} \\
 - \underline{480} \quad 24 \times 20 \\
 80 \\
 - \underline{72} \quad 24 \times 3 \\
 8 \\
 24 \times 20
 \end{array}$$

Maths: Big Ideas (Y5)

- Number:** place value
- In our number system the position of a digit in a number determines its value, unlike Roman Numerals where symbols are added
 - Numbers can be broken down in different ways, e.g. 4000 can be described as 4 thousands or 40 hundreds or 400 tens
 - Large numbers are read in a pattern of 3 digits
 - Large quantities are hard to estimate - benchmarks can help e.g. 60 000 people went to the match; 3 million people live in Wales
- Number:** addition and subtraction
- Number facts can be approximated or calculated by adjusting numbers, e.g. $3415-2996$ is equivalent to $3419-3000$
 - The most appropriate method for calculation can differ depending on the numbers involved
 - Using estimates or different calculation strategies reduce the likelihood of errors
- Number:** multiplication and division
- $=$ means 'the same as' e.g. $8 \times 4 = 320 \div 10$
 - Some calculations involving large numbers can be done mentally; others require written methods
 - Many new number facts can be derived from a number sentence e.g. $24 \times 16 = 384$ so $12 \times 32 = 384$ and $24 \times 8 = 192$
 - Multiplication and division is used in a range of areas of mathematics e.g. calculating fractions, finding prime numbers
- Number:** fractions
- The size of a fraction is inversely related to the size of the denominator and directly related to the size of the numerator
 - Fractions can be compared using benchmarks e.g. how far they are from 0, $\frac{1}{2}$ or 1.
 - Different fraction questions use the same ideas and skills e.g. finding fractions of quantities and finding an equivalent fractions
- Measurement**
- Measurements can be compared when they are converted into the same unit
 - Benchmark measures help when estimating e.g. the park is 1km away so... a bag of sugar is 1kg so...
 - Perimeter is a measurement of length whereas area is a measurement of space
 - The relationship between the area and perimeter of a shape is complex e.g. doubling the area doesn't double the perimeter
- Geometry:** properties, position and direction
- The transformation of a 2D net into a 3D shape can be visualised
 - Shapes with different numbers of sides and vertices can still share other characteristics
 - Shapes can belong to more than one classification e.g. a square is a rhombus and a rectangle
 - Properties of shapes are interdependent e.g. a rectangle has parallel lines because it has four right-angles
- Statistics**
- Graphs can be used to make inferences and deductions as well as for retrieving information
 - The type of graph used will depend on the type of data being shown e.g. bar charts can be used for discrete data (information counted in set groups); line graphs can be used to show continuous data (information measured where 'in-between' values exist)



Topic: International Primary Curriculum

Other subjects (science, history, geography etc.) are taught through the IPC, a detailed scheme that ensures that all children receive a broad and balanced curriculum.

		Autumn			Spring		Summer		
1	Brainwave	 A Day in the Life	 What's It Made Of?	 Time Detectives	 Live and Let Live	 Treasure Island	 The Earth: Our Home	 Push Me, Pull You	 Hooray! Let's Go On Holiday
2		 Freeze It	 All Dressed Up		 People of the Past	 We Are What We Eat	 Green Fingers	 The Magic ToyMaker	 The Stories People Tell
3		 Footprints from the Past	 Explorers and Adventurers		 Active Planet		 Let's Plant It	 Time and Place, Earth and Space	 Feel the Force
4		 Bright Sparks	 Saving the World	 Shake It	 Temples, Tombs and Treasures	 Land, Sea and Sky	 On Tap	 How Humans Work	 Olympics: Going for Gold
5		 Mission to Mars		 Here and Now, There and Then	 What a Wonderful World	 Being Human	 Making New Materials		 The Great, The Bold and The Brave
6		 Full Power	 Time Tunnel	 Space Scientists	 Go with the Flow		 Out of Africa	 Look Hear!	

Mission to Mars: One day, humans may need to leave Earth and settle on another planet. Mars is our most likely destination – a world that we believe once harboured life and may do so again in the future.

Here & Now, There & Then: Some people are lucky enough to have had the chance to live in more than one country. You will have learned so much from this experience – let's find out what you know.

What a Wonderful World: Natural forces have been shaping our planet for many billions of years. Throughout this unit we will be learning more about the physical processes that shape our planet .

Being Human: Your body is designed to help you to breathe, move, eat, respond, reproduce and live. How do the different parts of your body function and how are humans different from other animals?

Making New Materials: We are surrounded by amazing materials that can be shaped, combined, condensed, frozen, melted and burned. We will experiment with different kinds of materials.

Great, The Bold and The Brave: The history of western civilisation begins with the Greeks and the Romans. As their empires ended, other cultures rose to prominence, creating the world we know today.

SATs

All children in KS2 sit tests at the end of each year. Y6 sit what are commonly known as SATs. The correct name is “National Curriculum Tests”. These are national, standardised tests to determine if a child has reached the expected standard for their age. KS2 SATs were overhauled in 2016. The new-style SATs for English and maths reflect the new national curriculum, and are more rigorous than previous years’ tests. There is also a completely new SATs marking scheme and grading system which has replaced national curriculum levels. At the end of Year 6, children sit tests in Reading, Maths, Spelling, Punctuation & Grammar (SPAG). Although the children sit the test in Y6, the tests assess the whole curriculum from Y3 to Y6. Writing is assessed internally within school, although external moderation happens on a regular basis.

SATs tests are both set and marked externally, and the results are used to measure the school’s performance (for example, through reporting to Ofsted and published league tables). Each child’s marks are used in conjunction with teacher assessment to give a broader picture of their attainment. Children sit a series of tests throughout the week. The days of the tests are determined by the government and all children in England sit the same tests on the same days.

- English grammar, punctuation and spelling Paper 1: questions
- English grammar, punctuation and spelling Paper 2: spelling
- English reading
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning
- Mathematics Paper 3: reasoning



The reading test is a single paper with questions based on three passages of text. Children have one hour, including reading time, to complete the test. There are a selection of question types, including:

- Ranking/ordering, e.g. ‘Number the events below to show the order in which they happen in the story’
- Labelling, e.g. ‘Label the text to show the title of the story’
- Find and copy, e.g. ‘Find and copy one word that suggests what the weather is like in the story’
- Short constructed response, e.g. ‘What does the bear eat?’
- Open-ended response, e.g. ‘Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.’

The grammar, punctuation and spelling test consists of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes. The grammar and punctuation test includes two sub-types of questions:

- Selected response, e.g. ‘Identify the adjectives in the sentence below’
- Constructed response, e.g. ‘Correct/complete/rewrite the sentence below,’ or, ‘The sentence below has an apostrophe missing. Explain why it needs an apostrophe.’

Children sit three papers in maths: Paper 1: arithmetic (30 minutes), Papers 2 and 3: reasoning (40 minutes per paper). Paper 1 consists of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Papers 2 and 3 involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

Assessment

The previous national curriculum levels were scrapped in 2016, and children are now given scaled scores at the end of Y6. In other year groups, children are assessed as to whether they are meeting the expectations of the National Curriculum. Every school has the freedom to design their own assessment system.



At Great Heath, we assess children half-termly and track progress throughout their time at school. All children are assessed on whether they have met the expected standard for their year-group. It is only Y6 who have externally marked tests.

SATs results explained

At the end of Y6, children are given a “raw score” (the actual number of marks they get in their SATs), alongside a “scaled score”. If their scaled score is 100 or higher, they have reached the expected standard set by the Department for Education. A scaled score of 99 or less means they haven't reached the government-expected standard. The scaled score helps to allow for differences in the difficulty of the tests from year to year so that pupils' results can be compared accurately.

The range of scaled scores available for each KS2 test ranges from 80, the lowest possible scaled score, to 120, the highest possible scaled score. As well as receiving KS2 SATs results, at the end of Y6 parents are told their child's teacher-assessment results for reading, writing, mathematics and science.

What about children who are above or below the expected level?

There are still children who do not meet the expected standard and they continue to be teacher assessed using pre-key stage standards (a way of measuring the progress of children who are working below the national curriculum levels). In the past, the brightest Y6 children could be entered for advanced SATs papers (Level 6). These tests are no longer offered. Instead, all children take the same tests, but the papers include a number of more difficult questions that are intended to stretch higher achieving children.

Special Educational Needs (SEN)

All children have needs and many children experience some type of difficulty at school during their educational careers. Children with an SEN require additional or different provision from that given to other children of the same age. Once a child has been identified as having SEN, either through involvement of outside agencies or following monitoring in school, the class teacher will invite parents to a meeting to:

- Formally let you know that your child is being placed at SEN Support
- Discuss assessments that have been completed
- Agree a plan and provision for the next term. (A School Based Plan or SBP)

Glossary of SEN terms

Annual Review: An annual review of your child's Special Educational Needs must be made at least once a year. It is to confirm that their support is appropriate, and to check on your child's progress throughout the year.

Code of Practice: This is produced by the Government. It has been written to guide schools and academies. It gives guidance about the help that they should offer to children, and schools should refer to this when they are working with parents and children.

School Based Plan (SBP): This is a plan produced specifically for your child. It is a plan outlining what will be taught to a child with Special Educational Needs. It sets realistic, achievable targets for your child. There will be termly reviews. You, as parents, are invited to attend review meetings and contribute your thoughts. All of the professionals involved in drawing up and implementing the SBP will attend the review meeting.

Special Needs Co-ordinator (SENCO): The SENCO is the teacher that is responsible for the SEN provision within a school. They support the other teachers in the school and devise SBPs and work materials to help the children. The SENCO for our school is Mrs Gill Hawkes

Special Educational Needs Register: This is a confidential document of all of the children in the school that have Special Educational Needs. All schools must keep a register of all children with Special Educational Needs.

Educational Health Care Plan: This is a legal document. It states exactly what a child's Special Educational Needs are and the way in which the school/academy and LA will provide help to meet the needs of the child.

Moving to an EHCP (Educational Health Care Plan)

If children fail to make progress, in spite of high quality, targeted support, we may apply for the child to be assessed for an EHC plan. Generally, we apply for an EHC plan if:

- The child has a lifelong disability which means they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (eg. of ADHD, ADD, ASD or dyslexia) does not mean the child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce an EHC Plan which will record the decisions made at the meeting.

Safeguarding

Every child has the right to be safe from harm and danger. It is everyone's responsibility to ensure every child is free from fear and able to learn and develop in safe, secure environments. We have a duty to ensure that all children at Great Heath Academy are kept safe. Sometimes children tell us things that make us believe that they are not safe. If this happens we are obliged to take the matter further and refer to Children and Young Peoples Services (CYP). The highly trained professionals at CYP then look into the matter to find out what has happened and what needs to happen to improve the safety and wellbeing of the child. This involves the parents and school working with CYP. All schools have a Designated Safeguarding Lead (DSL) who is responsible for Safeguarding. The DSL at Great Heath is identified on a poster in the entrance foyer, together with the Alternate DSLs.

Why am I being given this information?

We do this so that you know what we must do if we are worried about a child or young person.

What is child abuse?

A child is abused when a parent, carer, other family member or another adult deliberately causes harm, neglects or fails to protect the child from harm. Harm may be physical, sexual, emotional or may take the form of neglect.

Why would we make a referral to Children & Young People's Services?

All schools have a duty to refer cases of suspected child abuse to Children's Services. If someone at our school sees an unusual or unexplained injury or mark, if your child has said something worrying to us, perhaps someone has reported something your child has said or if their behaviour is particularly out of the ordinary, we are required to make a referral. Children's Services are also able to help children and their families if a referral has been made and abuse is not evident but there are concerns that mean additional support might be needed. Every school is required to help CYP with their assessments but must not conduct any investigations themselves. This can only be done by social workers and/or police officers.

We have made a referral but you don't agree with it.....

If we think your child has possibly been abused we don't have to seek your agreement for the referral to be made. However, it is always better for your child if we can work together. We will, wherever possible, discuss the referral with you and also let you know it has been made.

What happens next?

When a referral is made an experienced and qualified social work manager will read the information and decide what needs to happen next. They will be assisted by other agencies that you know, for example, school nurse, GP, health visitor or school. Children's Services may decide that they can provide a service or will know of other agencies in your area that will be able to offer you some support. You may feel angry, upset or worried because we have made a referral. Please try to understand that every member of staff has a responsibility to act in the best interests of all of our children all of the time and are not allowed to take any risks if a child's safety is of concern.



Safeguarding (continued)

Why are we involved with safeguarding?

The Children's Act 1989 requires everyone working with children to inform Children's Services about any child thought to be in need of support or at risk of harm. The Education Act 2002 requires all schools to have arrangements to safeguard the children. We have procedures in place to do this and a policy that all staff, volunteers and regular visitors must work to. You can also request a copy of this from the school office.

How you can work in partnership with us.....

Children will get the most out of their education when we all work together on every issue. This means that both school and home have to have good communication links. Please let us know about anything that might affect your child, we might be able to help. Let us know if your child has a medical condition or has had an accident. Also, please let us know if your child will not be coming into school by ringing us on the first day they are absent. If you move house or out of the area and don't need your place at our school please let us know this too.

What can you expect from us?

- A safe environment for your child to learn that complies with safeguarding in education legislation and guidance.
- We will take good care of your child whilst they are with us. We will talk to you about anything we see that we are worried about.
- We will keep accurate up to date records.
- If your child transfers to another school we will share important information with them that will help to support your child's move.
- We will contact you if your child is absent and you haven't let us know why.
- We will respond promptly to any problem you tell us about.
- Our staff will offer support and assistance when needed.

For more information on safeguarding in Suffolk visit www.suffolkscb.org.uk



Behaviour

At Great Heath Academy, we have a framework for behaviour that is underpinned by the belief that all children should be able to learn in a safe and happy environment. Children that follow our academy rules are rewarded and for instances where rules are not followed, sanctions are applied.

Our Academy Rules

The academy has the following rules at its core:

- **To show respect for each other**
- **To respect all property and resources**
- **To always do your best in your learning**
- **To take responsibility for your actions**



Following these rules will allow all children to achieve their full potential and learn in a safe and happy environment. Children will be rewarded for following these rules. Children have the opportunity to explore these rules in class PSHE sessions and assemblies. When a child does not follow the rules, a sanction may be applied. There will also be an opportunity for the child to learn the reason behind the rule to avoid it happening again. This may include ELSA support, restorative justice or some time with a member of SLT. The rules, rewards and sanctions listed are regularly reviewed by staff and pupils.

Rewards at Great Heath

We have 4 teams at Great Heath: **Sapphire** (blue), **Ruby** (red), **Diamond** (yellow) & **Emerald** (green)

Children are put into one of these teams at the beginning of each year from Reception onwards. When children show they are following our school rules and are trying hard with their learning they are awarded Dojo points. They collect these points to exchange for prizes and privileges.

- 50 Dojo points = a prize from the treasure chest
- 150 Dojo points = £5 voucher and a letter home
- 350 Dojo points = a special prize and a letter home

In Year 6 children can swap 20 Dojo points for a chance to wear their own clothes on the next Friday. In the summer term of Year 5 children may swap 40 team points for the chance to wear their own clothes on the next Friday. Each week the Team Leaders count up the Dojo points across the school and the running totals are shared in assembly and displayed in the hall. At the end of the year, the winning team will receive the Team Point Cup and a treat.

At the end of each term, the children who have consistently followed the rules without any reminders are awarded bronze behaviour award in form of a certificate. If they are awarded this for a second term, they gain a silver award and for three terms in the same year, they are awarded a gold award. Behaviour Ambassadors are chosen by members of the Senior Leadership Team from the Gold winners. These are the children who have been identified as going over and above with their behaviour. These children are awarded a gold badge and their parents are invited to see them be awarded this in assembly.

Behaviour (continued)

Sanctions at Great Heath

When the academy rules are not followed, the following sanctions will be applied.

Low level behaviours that disrupt learning will be dealt with in the following way:

Nursery/Reception	Y1 & Y2	Y3, Y4, Y5 & Y6
1. Verbal reminder	6. Warning	11. Warning
2. Spoken to by an adult away from the other children	7. Final warning	12. Final warning
3. 5 mins on the thinking chair	8. 5 mins on the thinking chair	13. 5 mins time out in a class in the same phase
4. Spoken to by Phase Co-ordinator	9. Sent to Phase Co-ordinator to complete work	14. Sent to Phase Co-ordinator to complete work
5. Sent to Assistant Principal	10. Sent to Assistant Principal	15. Sent to Assistant Principal
Behaviour from step 3 and above will be recorded on CPOMS by the adult who deals with the incident initially. Parents will be informed from step 4.	Parents Behaviour from step 3 and above will be recorded on CPOMS by the adult who deals with the incident initially. Parents will be informed from step 4.	Behaviour from step 3 and above will be recorded on CPOMS by the adult who deals with the incident initially. Parents will be informed from step 4.

High Level

Higher level behaviours such as hurting someone, damaging property or similar events will be dealt with in the following way:

1st instance: Sent to Assistant Principal for the Phase

2nd instance: Sent to Principal

Sanctions may involve an internal or fixed term exclusion or loss of lunchtime play.

Any behaviour that is deemed to be discriminatory or includes violence or threats to staff is dealt with by the Principal or Assistant Principal in the Principal's absence. In cases where behaviour is not improving, individual behaviour plans will be used which may involve support from outside agencies.