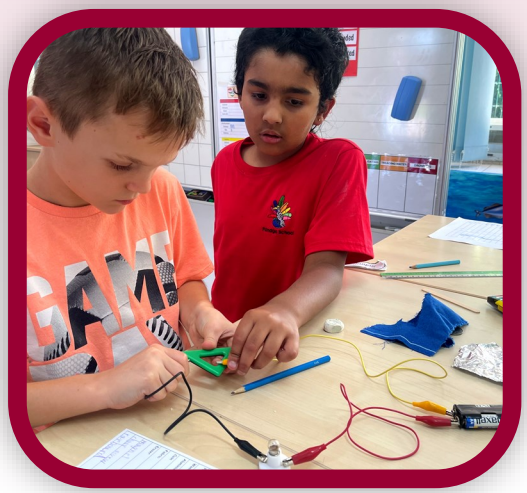
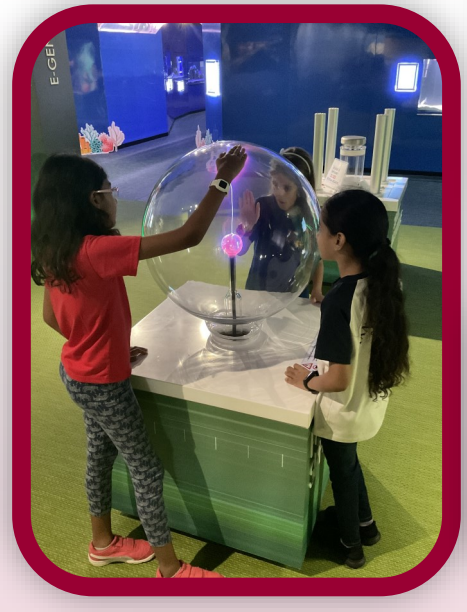
Panaga School

Primary Five Learning Outline





A World United in Learning

At Panaga School English and Mathematics are taught in line with frameworks from the 2014 Curriculum for England. Children are assessed at regular intervals over the year and at the end of the school year.

Department for Education

Art, Design Technology, Geography, History and Society are taught using the International Primary Curriculum (IPC). This is a comprehensive, thematic, creative curriculum with a clear process of learning and with specific learning goals for the subjects, for international mindedness and for personal learning. The IPC has been designed to ensure rigorous learning but also to help teachers make all learning exciting, active and meaningful for children.

Learning with the IPC takes a global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries. The IPC is used by schools in more than 90 countries around the world. Through the provision of a well-balanced curriculum the children will be encouraged to develop their academic and personal skills to their highest possible level. We aim for them to take greater responsibility for developing and driving their own learning forward. We provide them with opportunities to ask questions, to make links across the curriculum by using and applying their knowledge, skills and understanding across different subjects and to reflect on their next steps.

The Personal Qualities

The IPC Personal Qualities underpin the individual attributes and learning dispositions we believe children will find essential in the 21st century. The personal qualities will enable children to be at ease with the continually changing context of their lives. Opportunities for the children to experience and develop these qualities are built into the learning tasks within each unit of work, they are also referenced by teachers across all other areas of the school curriculum. There are 8 IPC Personal Qualities - enquiry, resilience, integrity, communication, reflection, cooperation, respect and adaptability.

International Mindedness

The IPC is unique in defining International Learning Goals that help young children begin the move towards an increasingly sophisticated national, international, global and intercultural perspective and develop a sense of 'international mindedness'. Each IPC unit has embedded within it, across the different subjects, learning-focused activities that help children start developing a global awareness and gain an increasing sense of themselves, their community and the world around them, as well as inspiring positive action and engagement with local and global issues.

PE, MFL, Music & Digital Education

Children will be taught by specialist teachers in these subject areas. Using both the IPC and other curriculum programmes the children receive an integrated and comprehensive learning experience. Thematic links with classroom learning are exploited while separate skills teaching is also a focus.

English Overview

ENGLISH

Routines for English learning in Primary Four are continued into Primary Five. Spelling and reading are taught discretely while some writing is taught through the process of Talk for Writing. Where possible English learning is linked to other areas of the curriculum such as writing recounts of events, posters to publicise class events, or within the context of their IPC Unit.

Speaking and Listening

The children have frequent opportunities to work with their peers in a variety of different groupings which enables them to ask questions and use discussion to articulate and justify their answers. They are able to voice their own arguments and opinions, and learn to give well-structured descriptions, explanations and narratives for different purposes. They continue to develop their ability to express feelings, maintain attention and participate actively in collaborative conversations, whilst staying on topic and initiating and responding to comments.

Spelling

In P5 the main focus is to be able to apply and use the allocated spelling rules and procedures from the UK Department of Education 2014 framework documentation while writing independently. It is also a priority is to ensure that children, who do not have a solid understanding of phases 1-6 in phonics, continue to develop their skills in this area.

Reading

In P5 most children will be reading confidently, decoding more complex words including words with unusual spelling patterns. They will read a wide range of fiction, non-fiction and literary books and also recognise some different forms of poetry. They will ask questions about what they have read, draw simple inferences about events in a story, such as how a character might be feeling, and make predictions about what might happen next in a story. Children will take part in discussions about the books they read and begin to summarise ideas from several paragraphs of writing.

P5 children are expected to read each evening with a parent for around 20 minutes. As children progress through reading beyond simple stories parents can support them by focusing on unfamiliar vocabulary encouraging them to use dictionaries to look up new words. Home reading books are changed once parents have signed the home communication book to notify the class teacher a book is completed. They visit the library once a week to choose their own books .

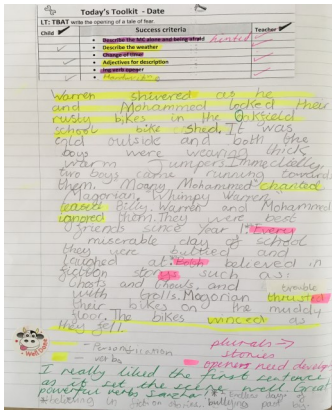
Handwriting

Children are expected to continue to develop their joined writing skills. The target is for all children to be able to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words. Presentation of work will also be emphasised and developed throughout the year.

Writing

Writing is taught using the Talk for Writing approach. This enables the children to imitate and innovate given text structures and genres within their own writing through planning, drafting and editing. Pupils will be working with a range of non-fiction texts and narrative genres including; journey tales, defeat the monster tales, tales of fear, warning tales, finding and rags to riches tales. Writing focuses on the children developing interesting narratives using a variety of sentence structures avoiding repetition by incorporating a range of pronouns, adverbials and conjunctions. Children are encouraged to review their writing to make improvements, including editing for spelling errors.

Writing is organised in paragraphs and a wider range of sentences are used; complex sentences using subordinate clauses and short sentences developing impact. Their use of punctuation spans from basic skills: full stops, commas, question and exclamation marks, to including inverted commas and direct speech.



English Objectives

Learning targets in Primary 5

In Milepost 2, your child will build on their work from Milepost 1 to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects.

They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

Speaking and Listening

Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to-decode words such as 'one' and 'the'. These just have to be learned by heart.

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In P4 and P5 some focuses may include:

- Use discussion and conversation to explore and speculate about new ideas
- Begin to recognise the need to use Standard English in some contexts
- Participation in performances, plays and debates
- Explain thinking and feeling in well-structured statements and responses

Reading skills

- Extend skills of decoding to table more complex words, including with unusual spelling patterns
- Read a wide range of fiction, non-fiction and literary books
- Recognise some different forms of poetry
- Use dictionaries to find the meanings of words
- Become familiar with a range of traditional and fairy tales, including telling some orally
- Identify words which have been chosen to interest the reader
- Ask questions about what they have read
- Draw simple inferences about events in a story, such as how a character might be feeling
- Make predictions about what might happen next in a story
- Summarise ideas from several paragraphs of writing
- Find and record information from non-fiction texts
- Take part in discussions about reading and books

Children begin to identify how authors choose words for effect, for example by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross'. They may begin to make such choices in their own writing, too.

Writing skills

- Write with joined handwriting, making appropriate join choices
- Spell words that include prefixes and suffixes, such as anticlockwise
- Spell some commonly misspelt words correctly, taken from the P4/5 list
- Use a dictionary to check spellings
- Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boys'
- Use examples of writing to help them to structure their own similar texts
- Plan our sentences orally to select adventurous vocabulary
- Use paragraphs to organise ideas
- Use description and detail to develop characters and settings in story-writing
- Write interesting narratives in stories
- In non-fiction writing, use features such as sub-headings and bullet points
- Review their own work to make improvements, including editing for spelling errors
- Read others' writing and suggest possible improvements
- Read aloud work that they've written to be clearly understood
- Extend sentences using a wider range of conjunctions, including subordinating conjunctions
- Use the present perfect verb tense
- Use nouns and pronouns with care to avoid repetition
- Use conjunctions, adverbs and prepositions to add detail about time or cause
- Use fronted adverbials
- Use direct speech, with correct punctuation

Young children have a tendency to repeat nouns or pronouns, leading to several sentences containing 'He' or 'They'. They can use alternatives to make writing more interesting. For example, alternatives for describing an individual character might include: he, the burglar, Mr Smith, John, the criminal, the villain, etc.

Grammar Help

For many parents grammatical terminology may not be familiar. Here are some useful reminders of some of the terms used:

- Present perfect tense: a tense formed using the verb 'have' and a participle, to indicate that an action has been completed at an unspecified time, e.g. The girl has eaten her ice-cream
- Fronted adverbial: a word or phrase which describing time, place or action, at the start of the sentence, e.g. "Before lunch"

Mathematics Overview

A Mastery Curriculum

The principal focus of our Mathematics learning is to develop a mastery approach. The emphasis is upon depth of understanding across learning. Challenge is provided by going deeper within a concept rather than moving on to new mathematical content.

We aim that our children gain:

- Deep and sustainable learning
- An ability to build on previous knowledge
- An ability to reason about a concept and make connections
- Sound procedural and conceptual understanding

What you will typically see:

- The large majority of our pupils progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.
- Teachers will use the concrete, pictorial and abstract approach (CPA) to ensure that procedural and conceptual understanding are developed simultaneously.

Areas of Study

Number	Algebra	Ratio, proportion and rates of change
Geometry and measures	Probability	Statistics

The following is an indicative example of the sorts of tasks and questions that provide evidence of mastery and mastery at depth in addition and subtraction appropriate within Primary 5 .

Mastery	Mastery With Greater Depth
Fill in the missing numbers. 352 + ☐ = 480 70 + 99 + ☐ = 270 ☐ – 55 = 84 ☐ – 3000 = 600	Fill in the missing digits. 1☐3 + 6☐ = 200 1☐5☐ + 300 = 1557 5☐28 – 44☐ = 4788 ☐☐☐0 – 2468 = 5092

P5 Mathematics Objectives

Mathematics in Primary 5

During the years of Milepost 2 (P4 /P5), the focus of mathematics is on the mastery of the four operations (addition, subtraction, multiplication and division) so children can carry out calculations mentally, and use written methods.

By the end of P5 children will be expected to know all of their times tables up to 12 x 12 by heart. This means recalling them in order also being able to answer any times table question at random, and knowing the related division facts. For example, in knowing that 6 x 8 = 48, children can also know the related facts that 8 x 6 = 48 and that 48 ÷ 6 = 8 and 48 ÷ 8 = 6. This expertise will be particularly useful when solving larger problems and working with fractions.

Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1,000
- Count backwards, including using negative numbers
- Recognise the place value in numbers of four digits (1000s, 100s, 10s and 1s)
- Put larger numbers in order, including those greater than 1,000
- Round any number to the nearest 10, 100 or 1,000
- Read Roman numbers up to 100

Roman Numerals' Basics:
I = 1 ; V = 5 ; X = 10 ; L = 50 ; C = 100Letters can be combined to make larger numbers. If a smaller value appears in front of a larger one then it is subtracted, e.g. IV (5 – 1) means 4. If the larger value appears first then they are added, e.g. VI (5 + 1) means 6.

Calculations

- Use the standard method of column addition and subtraction for values up to four digits
- Solve two-step problems involving addition and subtraction
- Know the multiplication and division facts up to 12 x 12 = 144
- Use knowledge of place value, and multiplication and division facts to solve larger calculations
- Use factor pairs to solve mental calculations, e.g. knowing that 9 x 7 is the same as 3 x 3 x 7
- Use the standard short multiplication method to multiply three-digit numbers by two-digit numbers

Fractions

- Use hundredths, including counting in hundredths
- Add and subtract fractions with the same denominator, e.g. $^{4}/_{7} + {}^{5}/_{7}$
- Find the decimal value of any number of tenths or hundredths, for example $^{7}/_{100}$ is 0.07
- Recognise the decimal equivalents of $^{1}/_{4}$, $^{1}/_{2}$ and $^{3}/_{4}$
- Divide one- or two-digit numbers by 10 or 100 to give decimal answers
- Round decimals to the nearest whole number
- Compare the size of numbers with up to two decimal places

Measurements

- Convert between different measures, such as kilometers to meters or hours to minutes
- Calculate the perimeter of shapes made of squares and rectangles
- Find the area of rectangular shapes by counting squares
- Read, write and convert times between analogue and digital clocks, including 24- hour clocks
- Solve problems that involve converting amounts of time, including minutes, hours, days, weeks and months

Parallel lines are those which run alongside each other and never meet.
Perpendicular lines cross over each other meeting exactly at right angles.

Shape and Position

- Classify groups of shapes according to the properties, such as sides and angles
- Identify acute and obtuse angles
- Complete a simple symmetrical figure by drawing the reflected shape
- Use coordinates to describe the position of something on a standard grid
- Begin to describe movements on a grid by using left/right and up/down measures

Graphs and Data

- Construct and understand simple graphs using discrete and continuous data

Parent Tip
Playing traditional games, such as battleships or even draughts and chess, is great for exploring coordinates and movements across the coordinate grid.

International Primary Curriculum

Brainwaves

We will be learning about our brain and how we can use it to learn lots of new and different things every day, enabling us to gain the knowledge, skills and understanding that we will need to become successful now and in the future. By finding out more about how we learn, and how we can improve the way that we learn, we will be better equipped for meeting the many challenges ahead of us. We will need to be metacognitive learners, scientists and internationally minded. How can we use our knowledge of the brain to help us on our learning journey?

Explorers And Adventurers

Have you ever wanted to venture to undiscovered lands? Well, you might just be an explorer! In this unit, we will be learning about explorers and adventurers from the past, the challenges they faced and how they have opened our eyes to the world around us. As we embark on our learning journey, we will need to fasten our seatbelts and become historians, geographers, artists and scientists and along the way, we´ll develop our international mindedness as we travel far and wide.

Bright Sparks

We will be learning about electricity and its importance on our daily lives. Can you imagine how your life would be without electricity? As scientists we will investigate how electricity flows through wires and how switches work. Do you know that there are materials that don't allow electricity to pass through them? We will also find out how electricity is produced in our countries and explore ways to save electricity.

Active Planet

We will be learning about the changing nature of planet Earth, and how these changes cause earthquakes and volcanoes. We will be exploring how we, as humans, can try to protect each other from natural disasters, but also how we can be inspired by and learn to live with the ever-present dangers. We will need to be geographers, designers & innovators, and even musicians. How does the changing Earth shape where you live?

Vanishing Rainforests

In Vanishing Rainforests, we will be learning about how diverse, wonderful and unique our rainforests are as well as what we need to do to ensure their survival. Did you know that rainforests once covered 14% of our world's surface? Now sadly they cover between 3-4% of the world. Why are they vanishing? During the unit, you will need to be geographers, scientists including being botanists who explore the plant world to find out the answers to critical real-life problems. If we don't act soon it could be too late!

International Primary Curriculum

Students will focus on learning targets in the following areas:

History	Geography	Design, Technology & Innovation
Art	International	Science

Students are assessed against the following key skills as part of their learning:

Science
Be able to plan an investigation changing only one independent variable
Be able to make informed predictions
Be able to identify potential risks in a planned investigation
Be able to compare results to predictions and draw conclusions
Be able to record and describe the method and results in a variety of ways
Be able to compare investigations and results identifying possible anomalies

Geography
Be able to interpret maps of familiar and unfamiliar places, including digital maps
Be able to identify relevant data to answer questions
Be able to describe geographical features of the host continent
Be able to describe human activities that can cause or reduce environmental issues

Art
Be able to create an original artwork to serve a given purpose selecting from a range of given media
Be able to select materials and techniques to communicate an idea and be able to explain their selection
Be able to make inferences about artists and their intention(s)

History
Be able to select and record relevant information including multiple sources
Be able to organize events and societies chronologically
Be able to suggest reasons for particular events and changes

Design, Technology & Innovation
Be able to use modelling and testing to explore parts of a design
Be able to produce a final design proposal identifying appropriate materials
Be able to list materials, tools and techniques needed for production
Be able to compare their design and product explaining any differences and suggesting improvements

International
Be able to research commonalities between different places and cultures
Be able to reflect on their personal contribution to collective action

You Can Do It!

The You Can Do It! (YCDI!) curriculum is a social and emotional learning programme taught on a weekly basis in P5. The aims of the programme are to develop children as learners, while equipping them with the skills of organisation, resilience, confidence, persistence and the ability to get along with others. The programme focuses on allowing children the opportunity to be happy and successful individuals.

The areas focused on in P5 include:

Achievement

Relationships

Wellbeing

Social-emotional blockers

Specialist Subject Areas

Physical Education

Children will undertake a range of activities throughout the year . Emphasis will be placed upon skill development within more formal sports as well as a focus on the need for children to be leading a healthy, active lifestyle**.** They will participate in topics such as invasion games, striking and fielding games, net and wall activities, swimming and dance. Children will have the opportunity to develop their coordination and skills as well as their ability to acknowledge and evaluate their own work and that of their classmates.

Swimming lessons will be taught off site at the Panaga Club.

Modern Foreign Languages

Children will have the opportunity to learn Malay, French and Mandarin. The main areas of study will involve the children in speaking and listening activities, responding to oral instructions, reading and responding to simple texts and writing .

They will learn simple conversational language skills, developing their understanding of vocabulary relating to daily greetings and conversational exchanges while also learning everyday topical vocabulary such as; colours, animals, foods, weather and the environment.

Digital Education

Children will be using digital technology across the curriculum, but also as a discrete lesson once a week. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming .

Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. They will solve problems by decomposing them into smaller parts. They will also use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behavior and identify a range of ways to report concerns

Music

Music is delivered through musical contexts. The programme is based on the structure of the National Curriculum for Music. Music lessons will be linked to the IPC units wherever possible.

Children will be involved in exploring sound; listening, observing, describing and responding to different sounds and music. They will be involved in developing performances both vocal and instrumental.

Throughout the year they will also have the opportunity to compose , improvise, create and develop their own musical ideas recording them using a rage of musical notation.