YEAR 5 CURRICULUM GUIDE 2022-23

Each day, discovery.

ELTHAM COLLEGE JUNIOR SCHOOL

Each day, discovery.

Welcome

Dear parents,

Students at Eltham College Junior School follow a broad curriculum comprising English, Mathematics, Science, History, Geography, Religious Studies, Music, Drama, Art & Design Technology, Modern Foreign Languages, Computing, Wellbeing and PSHE, Physical Education and Games.

We believe that children learn best when they feel secure and valued, when they are challenged yet supported, when challenges are closely matched to potential, and when learning is partnered with enjoyment. As teachers, we seek to instill in our students a sense of responsibility, a caring attitude, physical, mental and emotional resilience, and the ability to adapt to a competitive and changing world.

The education offered at Eltham College Junior School, both within the classroom and beyond, has the following aims:

- To offer a broad and balanced range of opportunities for achievement to all students
- To develop logical, critical and imaginative thinking at the highest level in each student
- To develop effective use of language, both written and spoken
- To establish sound foundations of numeracy, mathematical, scientific and technological understanding
- To encourage creativity through active participation in art, dance, drama and music
- To enable students to enjoy and develop skills in physical pursuits and competition and to promote healthy living
- To foster concepts of moral responsibility and to awaken students to the spiritual dimension of life
- To provide opportunities for the growth of leadership, team spirit, co-operative tolerance and compassion
- To inspire a love of learning for its own sake and to value scholarship
- To prepare students to take up places at Eltham College by building upon the foundations of good learning and well-established work habits.

This booklet, which is a guide only, has been produced to give you an overview of the curriculum that your child will study this year. It is subject to change as we adapt and evolve our curriculum to ensure its continuing suitability.

May I take this opportunity to wish you and your children a happy and successful year ahead.

Yours sincerely,

Mrs. Nicki Devon
Deputy Head (Academic)

Subject Teachers

SUBJECT	TEACHER	CLASS
ENGLISH	Mr Dale Mrs Wearmouth Miss Tutchings/Ms Pan	5ND 5IW 5NT
MATHEMATICS	Mr Dale Mr Wearmouth Miss Tutchings/Ms Pan Mr Oliver	5ND/5IW/5NT
SCIENCE	Mr Wearmouth Mrs Goakes	5IW 5ND/5NT
HISTORY	Mr Dale	5ND/5IW/5NT
GEOGRAPHY	Mr Dale	5ND/5IW/5NT
RELIGIOUS STUDIES	Mr Dale	5ND/5IW/5NT
MUSIC	Mr Alexander	5ND/5IW/5NT
DRAMA	Mr Timbrell	5ND/5IW/5NT
ART & DESIGN TECHNOLOGY	Miss Tutchings	5ND/5IW/5NT
FRENCH	Mrs Martin	5ND/5IW/5NT
MANDARIN	Ms Pan	5ND/5IW/5NT
COMPUTING	Ms Pan	5ND/5IW/5NT
WELLBEING & PSHE	Mr Wearmouth Miss Tutchings	5IW 5NT/5ND
PHYSICAL EDUCATION	Mr O'Dwyer Mr Thomas *+ Senior School Games staff*	5ND/5IW/5NT
GAMES	Mr O'Dwyer Mr Schaper Mr Dale Mrs Martin Mr Taylor *+ Senior School Games staff*	5ND/5IW/5NT

Email contacts for form tutors

Mr Dale nad@eltham-college.org.uk
Mr Wearmouth icw@eltham-college.org.uk
Miss Tutchings nlt@eltham-college.org.uk
Ms Pan hsp@eltham-college.org.uk

Please contact your child's specific subject teacher for feedback about that particular subject, rather than the form tutors.

If you need to make changes to pick-up arrangements, please telephone the office rather than emailing, as an email may not be picked up in time.

Homework

Students will normally be given at least 2 nights to complete homework before it is due in. Homework is set either to reinforce recent learning, to practise a key skill, or to prepare for future learning. There may be occasions when a teacher's professional judgement dictates that a homework task is unnecessary, but the weekly timetable will largely adhere to the following structure:

English

English homework is set up to twice a week and lasts approximately 45 minutes; this is in addition to regular reading and spelling practice.

Mathematics

Mathematics homework is set up to twice a week and lasts approximately 45 minutes; this is in addition to regular practice of times tables and number facts.

Science

Science homework is usually set once a week and lasts approximately 45 minutes.

Where an English, Maths or Science homework has not been set, teachers may choose to set homework in another curriculum subject instead, but this will not usually be in addition to core subject tasks.

All homework tasks and deadlines will be displayed on **elthamcollege.satchelone.com**

English

Reading

Developing confident and motivated readers is a core aim of English teaching at Eltham College Junior School. The staff and students share a common love of books and there is a real culture of reading here. The English curriculum is constantly evolving, building on its rigorous traditional foundations to create a cohesive, challenging and up-to-date programme of teaching and learning with great books at its centre.

Though we expect students to be free readers, teachers are on hand to guide them to the correct choice of books for their level. We hear students read on a regular basis as part of classroom activities and we give extra help where possible.

Students should also be reading every evening at home. Regular reading aloud helps to develop fluency, comprehension and expression. We ask that parents assist by reading to and with their children, listening to them reading aloud, and completing the reading diary appropriately. Students should also be encouraged to read silently at home for their own enjoyment. The library is available at lunchtimes and the use of public libraries is encouraged.

Comprehension will develop through dialogue, as well as more formal methods, and fortnightly Let's Think in English lessons. LTE, already being used successfully in the Senior School, is a

research-based, cognitive acceleration programme developed at King's College, London. It is designed to systematically develop students' skills of inference, deduction and analysis and by introducing the programme at Key Stage 2, we will ensure that students at ECJS are best-placed to meet the challenges of the Senior School English Curriculum.

Writing

Whether they have ambitions to be the next J.K.Rowling, to write speeches for presidents, or to pen prize-winning theses, the students' skills with language will play a crucial role in their future careers. But good writing doesn't just come out of nowhere.

Writers of all kinds start their training as prolific and voracious readers and it is from engagement with high-quality texts that the students will develop their skills.

They will study a wide range of contemporary and classic texts, as well as non-fiction, poetry and film. Grammar is explicitly taught, but it is also embedded within the context of the text being studied, feeding logically and seamlessly into the students' creative writing.

Creative writing will be taught through the texts being studied, and students will be encouraged to proofread, edit and revise their own work and give feedback to their peers. The students will have clear models to emulate and a strong purpose for their writing, be it blogging, performance poetry, or a short story competition.

Spelling

A new online spelling scheme, with practice and application at its centre, has recently been introduced, and the students will begin to see the benefits of being taught how to apply learned rules to unfamiliar words. The students are encouraged to learn words that follow a particular spelling pattern, but their progress will be assessed with a weekly dictation exercise, testing application rather than rote learning.

Handwriting

This is taught using the Collins Handwriting Scheme, which encourages starting all letters from the line. Correct formation of letters is taught from Year 3, and 'joined-up' or cursive writing is expected in Years 4, 5 and 6. Students in Year 5 are expected to use pen for their written work.

Verbal Reasoning

A range of question types and methods is explored weekly.

Presentation of Written Work

From entry to the Junior School students will be instructed how to present their work in their books.

The following guidelines must be followed;

- All students will write in blue ink pen
- Setting out sheets are glued into the front cover of all students' books at the start of the school year, in order for children to understand how their work should be presented
- The date needs to be written on the left hand side of the page e.g. Monday 13th March and underlined using blue ink with a ruler
- We expect no graffiti on exercise books, and a high level of presentation at all times

The following setting out sheet is used as a guide:

	This area at the top of the page is not a space to write in as it has no top line
	Tuesday 5th September
	'Title' or 'Unit of Work'
1.	Start your work here...
2.	Miss a line after each answer

Mathematics

Teaching Arrangement

As in Year 4, students will be taught in sets for Maths during Year 5. Teaching in sets allows for a smaller group size, and for learning to be more focused to the particular needs of individuals or groups of students within a set. The sets will be covering the same topics from the same scheme of work; it may be, however, that one set spends slightly more or less time on a certain topic, or approaches the learning from a more practical or abstract perspective than others, depending on need.

There is a level of fluidity as to which set students are in, and changes can be made during the year depending on a range of factors (not purely scores in assessments). Ability levels do overlap between sets, especially as different children can have relative strengths in different topics.

Scheme of Work

Mathematics work this year will continue to primarily use content from the Pearson "Power Maths" scheme, although we supplement this with other relevant and engaging resources; we do not follow the Power Maths workbooks lesson-by-lesson. This approach will give pupils the chance to develop their conceptual understanding of topics as well as applying them in problem-solving and structured practice situations. Students will be expected to have full and deep confidence in the schemes' Year 5 content, with extension through depth of topic application. Many topics are covered over the course of the year; below you will find a summary of topics and expectations.

Calculations

Students will meet, revisit, practise and perfect a range of calculation methods in all four operations (addition, subtraction, multiplication and division) over the course of the year. These will include formal written methods, mental approaches and informal methods, involving jottings, which support the use of mental methods over time. The key idea is efficiency - students will be encouraged to reflect on the numbers involved in a calculation and choose a method which will lead to the solution efficiently and securely, rather than always using a certain method whatever the problem.

Mental Maths and Times Tables

Students will receive regular informal mental maths tests – designed to identify areas for extra practice and development- as well as check-ups of times table knowledge. It is expected to have recall of all times table facts to 12x12 and related division facts by the end of the year, and students should be increasingly able to recall square and prime numbers under 100 from memory.

Problem-Solving

Much mathematical content is learned or applied through problem-solving. As such, students will be given opportunities to use their 'problem-solving toolkit' regularly, involving skills such as:

talk it through; make a list; try a simpler case; trial and improvement; draw a diagram; find a rule or pattern; use a system; act it out.

Explicit reference to these strategies within lessons will give students confidence to identify and use them in their own independent problem-solving. Students should be learning to explain and prove mathematical patterns using appropriate language..

STRAND	KEY OBJECTIVES FOR YEAR 4 END
Number & Place Value	Read, write and order whole numbers with up to six digits and decimal numbers with three decimal places; identify the place value of each digit. Round whole numbers to powers of 10 up to 1,000,000; round decimal numbers to the nearest tenth and whole number. Understand negative numbers; count forwards and backwards between positive and negative whole numbers to solve problems. Solve place value calculations mentally, e.g. 320,070 + 8,008.
Mental Addition & Subtraction	Choose a strategy for solving mental additions or subtractions, including 1-step and 2-step word problems; explain strategies clearly. Add decimal numbers mentally. Use counting up as a strategy for mental subtraction where appropriate, including subtracting decimal numbers with different numbers of places. Solve missing number problems using inverse operations.
Written Addition & Subtraction	Use column addition and subtraction to add and subtract 5-digit numbers, decimal numbers in context (e.g. money), and numbers with differing amounts of digits. Develop skills for checking, including using estimation and inverses.
Mental Multiplication & Division	Use mental multiplication strategies to multiply by numbers such as 4, 8, 5, 25, 19, 29 and 99. Use partitioning to mentally multiply 2-digit numbers with one decimal place by whole 1-digit numbers. Multiply and divide by 10, 100 and 1000. Begin to identify common factors of two numbers; understand and use the vocabulary of prime numbers, and find prime numbers less than 100. Understand that multiplication and division are inverse operations. Recognise and use square and cube numbers.
Written Multiplication & Division	Use short multiplication to multiply 4-digit numbers, including those with two decimal places, by 1-digit numbers. Use long multiplication to multiply numbers up to 4 digits by a 2-digit number. Use short division to divide 3- and 4-digit numbers by 1-digit numbers, including those which leave a remainder; express a remainder as a fraction, simplifying where possible. Solve word problems involving multiplication and division, including two-step problems. Use inverses and estimation to check answers to calculations. Solve problems involving scaling, using appropriate strategies.
Fractions	Convert decimals (up to two places) to fractions and vice-versa; begin to represent and use thousandths. Compare and order fractions with different, but related, denominators. Add and subtract fractions with different, but related, denominators. Convert between improper fractions and mixed numbers. Multiply proper fractions and mixed numbers by whole numbers. Know and apply key equivalences between percentages and fractions; use effective strategies to find percentages of amounts, including money. Solve problems involving equivalence and conversion between fractions, decimals and percentages.
Measurement	Revise accurate measurement in a range of metric measures. Convert between measures; use approximate equivalence between metric and common imperial units. Revise reading the 24-hour clock and convert 12-hour times to 24-hour; solve problems involving time intervals using the 24-hour clock. Understand perimeter, area and volume; measure and calculate the area and perimeter of rectilinear shapes.
Geometry	Revise properties and classification of 2D shapes, accurately drawing 2D shapes using a ruler, protractor and compasses. Estimate and compare the size of angles; use properties of shapes to find missing lengths and angles. Name and describe properties of 3D shapes; systematically find and compare nets for different 3D shapes. Read and plot co-ordinates; draw and translate simple polygons using coordinates and find missing co-ordinates for a vertex on a polygon; draw and reflect simple polygons in a co-ordinate grid.
Statistics	Revise reading and interpreting different types of data display, including timetables. Solve problems relating to line graphs; consider which data is best shown in this way.

Science

We have devised our own exceptional scheme of work for Science, which provides excellent coverage of the National Curriculum as well as incorporating additional strands. The students learn about a wide range of living things, materials and physical

phenomena. They make links between ideas and explain things using simple models and theories.

They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and other contexts. They carry out more systematic investigations, working on their own and with others.

The students use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and IT to communicate their ideas.

Science work in the Junior School is focused on experiment, investigation and practical observation. Our scheme of work provides students with a clear knowledge and skills focus.

Programme of Study

Topic 1: Space

- Solar system
- Day and year length
- Using the Sun to measure time
- Seasons
- Phases of the moon

Topic 2: Hot and Cold

- Comparing and grouping materials
- Using materials for a certain purpose

Topic 3: Reactions

- Properties of solids and liquids
- Comparing metals
- Comparing plastics
- Testing materials
- Separating mixtures
- Dissolving
- Filtration
- Purifying water

Topic 4: Forces

- Measuring forces
- Gravity
- Parachutes
- Floating and sinking
- Stretching materials

Topic 5: Life Cycles and Living Things

- Life cycle of mammal, insect, amphibian and birds
- How humans can help endangered animals complete their lifecycle
- Animal migrations to complete their life cycle
- Flower parts for reproduction
- The life cycle of flowering plants
- Animal reproduction
- Human growth and development

History

During Key Stage 2, students learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives.

They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Autumn Term

- The Tudors

Spring Term

- Exploration of the New World

Summer Term

- The Stuarts

Drama workshops and visits to relevant places are arranged each term. The students will also be able to experience a range of hands-on workshops that take place in school. There will sometimes be the option to dress up for these workshops, which is encouraged but not compulsory.

Geography

The students will investigate a variety of people, places and environments at different scales in the United Kingdom and abroad and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it.

They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

Autumn Term - Europe

- Labelling European countries and capital cities
- Ways to travel to Europe
- Population and tourism/economic groups and wealth/trade/EU
- Focus on Russia

Spring Term - Rainforests study

- Looking particularly at the rainforests of South America and endangered species.
- Study the location, climate, people, Amazon Rainforest, pollution, deforestation and the greenhouse effect.
- Skills – using the atlas to find out information about the environment and population..

Summer Term - Costal formations (Following on from residential trip to Norfolk)

- Erosion and deposition
- Habitats
- Protection

Religious Studies

Students learn about the major world religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. Students consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings.

Students learn about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary and have the opportunity to communicate their ideas, recognising other people's viewpoints. They consider their own beliefs, values, and those of others in the light of their learning in religious education.

Our daily assemblies deal with many issues, often through weekly themes. Students also have the chance to debate and discuss topical and relevant issues thus allowing them to think critically and form opinions.

We also study:

Autumn Term

- Pilgrimage and creation stories

Spring Term

- Ethical queries and questions

Summer Term

- Ethical study of the environment
- Ethics in the media

Music

In Music, classwork will reinforce the skills of performance, composition, listening and appraising. These elements will be taught through songs and practical activities, helping students to consolidate and develop their knowledge of the key musical concepts.

Students have the opportunity to perform pieces which they have studied in their individual lessons at any time to the form.

They will have regular singing sessions. In these, students will extend their repertoire of assembly songs and hymns as well as learning a selection of light-hearted songs. They will develop their understanding of how the voice is produced and managed through a series of vocal activities.

All Year 5 Students are invited to join Year 5 and 6 Choir and some will be invited to join appropriate Chamber Ensembles by Heads of Sections.

Scheme of Work

Autumn Term

- Melodic Shape in compositions
- Smetana's *Ma Vlast* is looked at in detail
- Prokofiev's *Dance of the Knights* from *Romeo and Juliet* is looked at in detail
- Preparation for Christmas services and concerts

Spring Term

- Preparation for Inter-House Music Competition
- Opera and themes common to this genre
- Britten's *Peter Grimes* is studied in detail

Summer Term

- World Music – examples which highlight a range of music from across the globe are compared
- Introduction to Music Technology and composition using MusicFirst software
- Preparations for Summer Concert

Drama

Throughout their time at Eltham College Junior School students will learn the key elements of Drama including Storytelling, Devising, Improvisation, Stanislavski and The System, Method Acting, Actioning and Playwriting. This will allow them to develop a range of skills within the 'Core Learning Outcomes' of Drama; Performance, Creativity and Reflection. They will explore a wide range of characters, texts and techniques whilst gaining confidence and developing their performance skills.

The bespoke curriculum will lay the foundations for Drama as a subject, which will set them up with the tools and experience needed to pursue Drama in the Senior School and beyond. They will have regular opportunities to use these skills while working towards performances. Lessons will be highly interactive, physical and collaborative. Lessons will also incorporate elements of the pupils' study in other areas of the curriculum. Productions will happen for each year group once a year and will give each pupil the opportunity to experience a production process and live performance. Productions will include Shakespeare, Chaucer in Performance, Dr Seuss in Performance and Poetry in Performance.

Scheme of Work

Autumn Term

- Devising
- Commedia Del-Arte and Melodrama

Spring Term

- Shakespeare in Performance
- Year 5 Production: Shakespeare Stories

Summer Term

- Duologues: Textual Analysis in Performance
- Monologues: Writing and Performing

Art and Design Technology

We spend half a term on design technology projects and half a term on Art during the weekly timetabled lessons. This allows students time to develop their projects in greater depth. Whilst there is an overlap between Art and Design Technology, DT focuses on the design and making process of a product with a use or purpose and Art focuses on creating and responding to stimulus and developing creative skills.

Art

In Art lessons, students develop their creativity and imagination by experimenting, inventing and creating their own varied works of art using a range of materials They will learn how to draw, paint, sculpt and explore other art, craft and design techniques.

Students are introduced to a wide range of media including paint, pastels, clay, collage, printing and textiles. They also have the opportunity to discover the work of great artists from different cultures and use their work as inspiration for their own pieces. They will have the chance to participate in a workshop day led by an artist.

Students create sketch books to record their learning and explore ideas and themes.

Scheme of Work

The scheme of work for this academic year is focused on the inspiration of artists from different eras and using different styles of art.

Year 5 Projects

- Van Gogh
- Kandinsky
- Hokusai
- Artist's workshop

Design Technology

We spend half a term on Design Technology projects and half a term on Art. This allows the students to develop their projects in greater depth. Students work on their own and part of a team on a range of designing and making activities. They think about what the products are used for and the needs of the people who use them.

They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

This year, the students build upon their knowledge of the design process and use each stage of it to support their ideas for solutions to everyday problems. The students also learn how to record and annotate elevations so that they are able to be used as a blueprint.

This year our projects will be based around the following areas:

Mechanical Systems

- Students will create a product that helps them to understand how movement can be created from different systems.

Food and Nutrition

- Students will learn where various types of foods come from and to understand that seasons may affect food availability. To prepare food in a safe and hygienic way.

Electrical Systems

- Students will design and make a product which can move using an electrical circuit.

French

In Year 5, students will expand their knowledge of French language and culture through a variety of activities. They will revisit familiar topics in order to refresh their repertoire from Year 4 and then extend and develop their awareness of grammar and vocabulary via new contexts.

Topics include:

- Numbers up to 100
- The time
- Myself and Family
- Body parts
- Physical descriptions
- Weather and Seasons
- Festivals and Celebrations

Via these topics, they will reinforce their knowledge of French phonics and develop grammatical structures such as gender, adjectival agreements and pronouns. Language games and song are used to enthuse students and develop the skills necessary for effective language learning.

Strong emphasis is placed on listening and speaking during lessons, while writing is gradually introduced during class time. Learning technology is integrated throughout the curriculum to support and contextualise learning.

Mandarin

In Year 5, students have one Mandarin lesson of 40 minutes per week. During the first term, students will have a taste of this language through a variety of linguistic and cultural activities. They will be exposed to the key elements of Mandarin language including pinyin (spelling with tones) and basic characters writing. They will then explore the curriculum topics as listed below in more depth throughout the course of the year. Their language knowledge and four skills (speaking, listening, reading and writing) will continue to be enhanced by exploring the Chinese language and culture through a range of project-based activities, culture related lifestyle, events and festivals, and comparing it to their home countries.

The students are encouraged to start working on accurate pronunciation and intonation, be familiar with character writing system and basic grammar rules. Songs, short stories, role plays, arts and crafts, games, videos and ICT based tasks related to their age and level will be integrated into the lesson activities.

Students will also have access to a few language learning platforms. They have included individualised learning programme (based on individual language level), matching activities and games to support each learner's Mandarin learning journey.

Specific topics to be explored will be:

- Basic greeting and classroom instructions
- Introduce myself and my family
- Numbers and age
- Zodiac animals and Chinese festivals
- Colours and body parts
- My favourite hobby

Computing

In Year 5 we develop the following skills and knowledge:

General Technological Awareness

- To be able to use a range of devices independently
- To be able to quickly navigate between different programs in Windows
- To confidently link hardware, via USB cables or bluetooth, with devices

Programming

- To consolidate their understanding of how to program using blocks of code in Scratch
- To be able to solve problems through decomposition
- To use more complex variables and store data within them for reuse
- To read and amend flowchart algorithms
- To use coordinates
- To use inputs and broadcasts
- To independently plan and code their own game
- To be able to debug complex code
- To apply their knowledge of Scratch to other programming languages e.g. MakeCode
- To explore physical computing using the micro:bit

Internet Safety

- To continue to understand how to stay safe as they become independent internet users
- To understand the risks associated with accepting files online
- To know how to tell whether online information is reliable

Digital Literacy

- To be able to confidently use the Microsoft Office Suite of programs and apply this knowledge to other apps and online resources
- To be developing their touch typing skills
- To be able to save on OneDrive in Office 365 and share documents
- To be able to use the Sway (presentation) application in Office 365

Understanding Technology

- To understand the importance of technology
- To understand how computing skills can be used in the world of work
- To explore how search engines work
- To consolidate their computational thinking skills including abstraction

Wellbeing and PSHE

Wellbeing & PSHE (Personal, Social and Health Education) is a subject through which students develop an awareness of physical, social, emotional and sexual health. We try to provide students with knowledge and promote the development of skills they need to create a balanced lifestyle.

Much of this work occurs through other subjects and is therefore cross-curricular. We deal with issues as diverse as 'personal safety' and 'Staying Healthy'. There will also be opportunities to discuss relevant current affairs and issues that affect the class.

Sometimes issues arise through our daily interaction in school. These may also be dealt with in assembly as well as in the classroom.

The following topics will be looked at in PSHE:

- Me and My Relationship (includes feelings, emotions, conflict resolution and friendships)
- Valuing Difference (includes British Values focus)
- Keeping Myself Safe (Includes aspects of safe internet use, drugs and Relationships Education)
- Rights and Responsibilities (includes money, living in the wider world and the environment)
- Being My Best (includes keeping healthy, growth mindset, goal setting and achievement)
- Growing and Changing (includes RSE related issues)

During the year, our School Nurses, Annie Brooke and Catherine Ede, will be taking the students for sex education lessons which will cover puberty, conception, pregnancy and birth.

Games, Swimming, and PE

The sports studied in Games lessons are:

Autumn Term

Netball

- Girls in Year 5 will play netball following the England Netball Scheme Bee Netball.
- Bee Netball enables children to play netball and develop other key skills such as friendship, inclusion and fair play.

Skills taught in Netball include:

- Passing and receiving the ball.
- Reinforcement of the various player roles and building on the rules of the game introduced in Year 4.

Rugby

- Boys in Year 5 will play tag rugby as per the new continuum rules.
- Team sizes have been reduced as per the RFU requirements to a maximum of 8 a side.
- Boys are not assigned positions to enable them to experience a broad range of skills.

Skills taught in Rugby include:

- Passing, receiving, off-loading (from feet and from ground.)
- Tackling (side, front and rear.)
- Evasive running skills, lines of running, support lines.
- Breakdown skills.

Spring Term

Football is taught this term.

Skills taught in Football are:

- Passing (inside and outside of foot, along the floor, in the air.)
- First Touch
- Shooting
- Positional Understanding
- Tackling
- Ball distribution and match play.

Summer Term

Cricket is taught this term.

Lessons are divided between net sessions where there is specific focus on battling and bowling and sessions on the square where match play, field positions and fielding techniques are taught.

Skills taught in Cricket are:

- Bowling (focus on accurate technique aiming to produce a consistent action.)
- Batting (correct grip, stance and footwork, calling, backing up)
- Throwing (underarm and overarm.)
- Fielding skills (long barrier, backing up, etc)
- Fielding positions and match play

PE Swim

The PE Swim programme for the Autumn and Spring terms has been revamped for this year with pupils taught in their forms rather than in their swim ability groups as they were last year. Details of the plan has been mailed round to parents.

Summer Term

In the summer term the students are taught and their scores recorded in a number of athletic activities including, short-, middle- and long-distance running, long jump and turbo javelin.

- Beginner tennis players (those who do not receive coaching outside of school) will also have the opportunity to sign up for coaching sessions with an outside coach during PE lessons in the summer term. Details of this will be sent to you in the spring term via the school office.
- There are also a wide variety of co-curricular activities that you may enroll your child in. A list of clubs is available from the school office.

Team Selection

The Junior School plays competitive fixtures against local schools in the major school sports (rugby, football, cricket and hockey) and in a selection of minor sports as well (tennis and swimming.)

Over recent years an effort has been made to extend our fixture card in the major sports by increasing the number of teams participating in fixtures which in turn increases the opportunities for students to represent the school.

At the start of each term, the students are placed into mixed ability groups to enable all students to be assessed by the members of staff responsible for running the teams in each year group.

Students that have played for a particular team in a previous year are not guaranteed a place in that team the following year. All students are assessed on where they are at that point in time and not based upon historically which team they have represented.

This enables all students to feel that the selection process is open and transparent, and that team selection is not automatic from one year to the next.

If a student is not selected for a team that they have represented the previous year, the teacher responsible for the coaching of that team will endeavour to provide constructive feedback to the student in question to enable them to further develop their skills so that they understand what aspects they need to focus on.

Throughout the term there is scope for students to move between groups. Members of staff meet regularly to discuss the progress of individuals in their group and discuss their merits and progress.

Please ensure that all of your child's equipment is named – sewn name tags are better than pen (which washes off!). Loops are needed on cagoules – as they are hung on pegs. Remember that new clothing or footwear needs to be named too. Please keep an eye open for other people's property that may appear with your child's laundry!

Learning Support

The aim of the Learning Support provision within Eltham College Junior School is to identify and support students with specific learning difficulties through a whole school approach, whilst working in partnership with parents and any other relevant outside agencies. ALL teachers are teachers of children with specific learning difficulties.

Specific Learning difficulty identification procedure

Children may require learning support either throughout or at any time during their career at the Junior School. We aim to provide targeted support to those with identified needs who join the Junior School and investigate and support those whose needs are identified whilst they are at the school.

The process is as follows:

Identification from a previous school

A Student may have an EHCP, an EP report, be in the process of being assessed by an external body or have other relevant reports. Once a pupil has received a diagnosis a pupil passport including targets will be written, in consultation with the form tutor and parents. Targets will be updated on a termly basis or more frequently if necessary.

Identification at any other stage

A concern may be identified by a form tutor/subject teacher or parents at any time. The Head of Learning Support will carry out a computerised screening programme, primarily to identify Dyslexia as well as conduct classroom observations. This screening can take place at any point within the school year. Parents will be notified of the results, a meeting will be arranged to discuss the findings and the child will be monitored and supported within class. If no evidence of a special educational need is found, the student will be kept under close observation by the form tutor. At this stage, they may also begin on a short booster programme in English or Maths.

If evidence of a learning difficulty is found, a further meeting will be held with parents, and the student will be referred to an EP or other professional for formal assessment. A pupil passport will then be written and support will be offered in line with the recommendations made.

Targets will be reviewed on a termly basis by the Head of Learning Support and the Learning Support Assistant, and the student, the LSA and Head of Learning Support will meet annually with parents to review these plans, or more frequently depending on the changing needs of the individual.

Medical Needs

Some students may have specific medical conditions, which may impact on their learning. In these cases, a medical care plan will be formulated by the school nurse and a student profile formulated by the Head of Learning Support. There will be collaboration between the nurse, Head of Learning Support, LSA and the parents to ensure the best provision for the student.

Communication

At Eltham College we would like both students and parents to feel part of, and know what is taking place within, our community. General information can be found on our website **www.elthamcollege.london**

You can access information specific to Eltham College parents by visiting www.elthamcollege.london/parents where you can also find links to the secure Parent Portal and ElthamPost.

The Parent Portal will allow you to see reports and grades, as well as receive notifications for merits and detentions. ElthamPost is our communication portal, with copies of emails sent to you from the College. To access both of these portals, you should register with the Parent Portal; please contact the School Office if you have not received instructions for this.

You can also contact the College by post, telephone and email:

Eltham College Junior School
Mottingham Lane Mottingham
London
SE9 4RW

+44 (0)20 8857 3457
juniors@eltham-college.org.uk

The College also uses various social media accounts to inform our community about news, events and achievements.

@ElthamJuniors
@ElthamCollegeUK
@ElthamHead
@ElthamSport
@ElthamMusic
@ElthamCollLib
@ElthamCareers

ElthamCollege

ElthamCollegeUK

Some departments have curriculum specific Twitter accounts which the teacher will inform you of in class.

Gloria Filiorum Patres

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