

Primrose Hill Primary School

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INFORMATION FOR RETURNING TO SCHOOL - YEAR 5

Date: Wednesday 3rd March

Dear Parents & Carers,

We are so pleased to welcome your child back to school on Monday 8th March. This letter is to reiterate important information and give specific information about your child's year group. Previous school re-opening letters can be found here [Letter 1](#) and here [Letter 2](#).

Start & End of the Day

We appreciate that arrangements such as staggered start and end of the day times may be inconvenient for you as a family if you have more than one child to drop off or collect, but at the moment it remains a necessary measure. Ultimately these procedures have been put in place to keep everyone safe and to keep the school running smoothly, and we appreciate your support with this. Below are the timings for your child's year group:

Morning	Gate: 2 Year Old Gate	Time: 8:55am	End of the Day	Location: Bottom Playground	Time: 3:20pm
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The end of the day remains a potential risk with crowds congregating so **please ensure you do the following to help us reduce the risk of Covid spreading in our community:**

- * **Wear a face mask** when you are queuing to collect your child and when you enter school grounds
- * Sanitise your hands on entry into the school ground and ensure your child/ren do too
- * **ONLY** arrive at school at your allocated time- this will ease congestion on the street and in front of the gate *Please do not come early, it's better to come a few minutes late - so if your child's arrival time is 8:45am, coming at 8:50am is fine, but if you come at 8:55am, this is a new year group's entrance.*
- * Use the markings by the side of the gate to line up, maintaining social distance. **Please line up on the right side of your entrance gate and the main gate**
- * Please wait until a member of staff says you can come in to collect your child/ren
- * Exit the playground as swiftly as possible- it is important that families do not congregate
- * When entering the school gates, again, please maintain a social distance from each other
- * To reduce the number of adults and children coming into school / the playground, **can we please ask that only one parent drops off / collects child/ren each day.**
- * If your child needs to use the bathroom at the end of the day, please use the toilets on the bottom playground. There is also a toilet located in main office, which is also an adult toilet

PLEASE DO NOT ENTER THE SCHOOL BUILDING UNLESS YOU HAVE A SCHEDULED APPOINTMENT

IMPORTANT: *if you have a sibling to collect at a later time at the end of the day, please collect the earlier child first and then either: leave the school grounds and re-enter at your child's next exit time OR you may wait within the school grounds. **If you choose to stay in the school grounds, please wait along the walls / fences and do not block any walkways so classes can safely make their way to their lines.** Make sure you are socially distanced from other families, wearing a face covering and your children remain with you and do not play on any playground equipment.*

Scooter Storage

We continue to encourage children to cycle and scoot to school and ask, where possible, that scooters are taken home. However, we know this is not always possible, so please read carefully on where to put your child/ren's scooter / bicycle.

Year 5 -

2 Year Old Gate Use Original Scooter Storage area

All scooters and bikes are left at your own risk as we cannot guarantee the same level of security as the original scooter storage area. If you wish to provide your own lock, that is fine with us.

Dressing for school, water bottles & healthy snack

Children **must** bring in a labelled water bottle that they can use and refill throughout the day as communal water fountains remain closed. The children may also bring a healthy snack for breaktime. Classrooms will remain ventilated to help keep us all safe so we recommend that children have layers they can take on / off as the temperature changes.

PE and Music

Your child's weekly PE and Music sessions with Tom and Jordan will resume. Your child's PE session with Jordan will be every Wednesday please make sure they are wearing their PE kit on this day. They will also have a PE lesson every week led by their class teacher which will be every Monday. Children can wear either their PE kit this day or a suitable outfit (must be wearing trainers).

Curriculum Overview

You will find attached a curriculum overview for your child's academic year so far.

Attendance

Attendance is compulsory, but we understand that some absences may occur. Regular contact and communication to our office about illness and medical appointments is crucial. Please see our website for our Attendance Policy and Addendum Policy.

Office contact details: 0207 772 8500 or email admin@primrosehill.camden.sch.uk

Reporting any Covid 19 related issues

As ever, it is vital that you communicate immediately with the school via phone or email if your child or any other member of your household:

- Is isolating after coming into contact with a positive Covid case
- Is quarantining following the return from a foreign country
- Has developed any Covid symptoms
- Has tested positive for Covid 19

IMPORTANT

*Please remember - if **anyone in your household** develops any Covid symptoms or tests positive for Covid 19 the whole household **MUST** isolate. If the test result is returned negative, this needs to be reported to the school office before your child can safely return to school.*

Being vigilant with this communication and acting quickly helps to keep our wider community as safe as possible.

Thank you for your continued support and we look forward to seeing you all on Monday 8th March,

SLT and the Year Five Team.

Autumn 1		
English	Maths	Wider Curriculum
<p>Stimuli for writing: <i>Way Home</i> by Libby Hathorn and Gregory Rogers <i>Shackleton's Journey</i> by William Grill</p> <ul style="list-style-type: none"> - Writing technically accurate sentences - Handwriting - Reviewing year 3/4 spellings - Choosing and reading a wide range of books for enjoyment - Making sense of unfamiliar words - Reading and discussing texts in small groups to develop comprehension 	<p>Place Value:</p> <ul style="list-style-type: none"> - Interpret negative nos in context, count forwards & backwards with positive & negative whole nos, including through 0 - Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 - Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 - Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit - Recognising the place value of digits in numbers up to 99,999 - Ordering and comparing numbers with up to 5 digits 	<p>PSHE:</p> <ul style="list-style-type: none"> - Developing our class charter - Growth Mindset - Setting goals for the year - Establishing new expectations - Healthy eating <p>Art:</p> <ul style="list-style-type: none"> - Exploring texture and the use of hatching and cross-hatching - Using colour to reflect an emotion or mood - Researching the life and works of an artist and creating an artwork in their style.

Autumn 2		
English	Maths	Wider Curriculum
<p>Stimuli for writing: <i>The Highwayman</i> by Alfred Noyes Text Types: Letter / Narrative writing / Non-chronological reports</p> <ul style="list-style-type: none"> • Writing technically accurate sentences • New and previously taught List of Magic sentence structures • Developing effective setting and character descriptions • Handwriting • Year 5/6 statutory spelling list • Choosing and reading a wide range of books for enjoyment • Making sense of unfamiliar words • Reading and discussing texts in small groups to develop comprehension 	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • Adding and subtracting whole numbers with more than 4 digits, including using formal written methods • Adding and subtracting numbers mentally with increasingly large numbers • Rounding to check answers to calculations and determine levels of accuracy <p>Statistics:</p> <ul style="list-style-type: none"> • Complete, read and interpret information in tables, including timetables • Solve comparison, sum and difference problems using information presented in a line graph <p>Multiplication and Division:</p> <ul style="list-style-type: none"> • Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers • Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) • Know and use the vocabulary of prime numbers, prime factors & composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 	<p>History: Local History Study : Poverty in the Past: <i>Life for Camden's Poorest Citizens in the Georgian and Victorian Eras</i> Using a variety of primary and secondary sources, children found out about inequality in society from 1700 onwards and approaches to dealing with poverty. Children developed their historical enquiry skills by exploring questions such as "What was life like in the St Pancras workhouse?" and "Did the 1834 Poor Law represent progress in society?" Other objectives were to:</p> <ul style="list-style-type: none"> -Use range of increasingly complex historical terms -Place events/periods studied on a timeline and compare where this fits into other events/periods studied -With support, ask a wider range of increasingly complex questions about the period studied (eg. How was our local area affected by poverty in the Victorian times?) -Select relevant sections of information to support responses to enquiry questions -Know the difference between primary and secondary sources -Compare accounts of events from different sources <p>PSHE: MENTAL HEALTH AND WELLBEING</p> <ul style="list-style-type: none"> • Learn how to talk about mental health and wellbeing • Know who can help us and how to ask for help • Know the difference between a big and a small feeling • Learn how to be a good listener <p>RESPECTFUL RELATIONSHIPS To explore the concept of fairness and how people decide what is fair and unfair.</p>

Spring 1		
English	Maths	Wider Curriculum
<p>Stimuli for writing: Cosmic Disco by Grace Nichols Pandora - A short film</p> <p>Text Types: Persification poems Non chronological report Diary Entry</p> <ul style="list-style-type: none"> • Writing technically accurate sentences • New and previously taught List of Magic sentence structures • Handwriting • Year 5/6 statutory spelling list • Reading texts that develop reading comprehension 	<p>Multiplication and Division:</p> <ul style="list-style-type: none"> • Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers • Multiply and divide whole numbers by 10, 100 and 1000 • Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes 	<p>Science: Earth and Space</p> <ul style="list-style-type: none"> • Describe the Moon, Sun and Earth as approximately spherical bodies • Name the planets in our solar system • Describe and explain the movement of the Earth and other planets relative to the Sun • Describe a moon as a celestial body that orbits a planet • Describe and explain the movement of the Moon relative to the Earth • Describe and demonstrate how night and day are created and the Sun's apparent movement across the sky, using their knowledge of the Earth's rotation • Research the way ideas about the solar system have developed through looking at the geocentric and heliocentric models and the work of Ptolemy, Alhazen and Copernicus

Spring 2		
English	Maths	Wider Curriculum
<p>Stimuli for writing: 'The Game' by Maria Richards <i>Grimm Tales</i> by Philip Pullman</p> <p>Text Types: Finding tale Setting description Dialogue for characterisation and plot development Play scripts</p> <ul style="list-style-type: none"> • Technically accurate writing • Handwriting • Year 5/6 statutory spelling list • Reading and discussing texts in small groups to develop comprehension • Using drama to develop ideas for writing • Restarting the Reading Challenging 	<p>Measurement:</p> <ul style="list-style-type: none"> • Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres <p>Multiplication and Division:</p> <ul style="list-style-type: none"> • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Solve problems involving +, -, × and ÷, and a combination of these, including understanding the meaning of the equals sign <p>Fractions:</p> <ul style="list-style-type: none"> • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • Recognise mixed numbers and improper fractions and convert from one form to the other & write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] • Compare and order fractions whose denominators are all multiples of the same number 	<p>Science: Living Things and Their Habitats</p> <ul style="list-style-type: none"> • Observe and raise questions about the local environment • Describe the life cycle of a mammal, amphibian, insect and bird (including humans) • Compare the life cycles of different animals, ask questions and give reasons for similarities and differences Explore and research the work of naturalists and animal behaviourists (e.g. David Attenborough and Jane Goodall) • Find out about and describe the process of sexual and asexual reproduction in plants • Find out about the process of sexual reproduction in animals (link to SRE) <p>PSHE</p> <ul style="list-style-type: none"> • To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living. • To understand that if antibiotics are taken, it is important to finish the course. • To gain an understanding of immunity and vaccines and the importance of vaccination programmes in general. • To explore how and why people are excluded • To explore the concept of fairness and how people decide what is fair and unfair