



HeadStart
International School Phuket

Year 5
Curriculum Handbook
2019-2020

FOREWORD

“Our task is to educate our students whole being so they can face the future. We may not see the future, but they will and our job is to help them make something of it.”

Ken Robinson

The purpose of this curriculum handbook is to provide HeadStart parents with an overview of the content of subjects taught in Year 5. Children in each year will experience a variety of topics encompassing knowledge and skills. Much thought goes into ensuring that there is a seamless transition between the years as the children’s educational development builds on that of previous years.

We hope that you will join us in helping your child to access the wealth of knowledge available in their increasingly sophisticated world. Engage their curiosity where you can – ask questions, encourage them to explain, talk to them about their learning.

Should you have questions relating to anything in this handbook, please do not hesitate to speak to your child’s Homeroom Teacher or Deputy Teacher, our Deputy Head of Primary, Mr James Hornby, or myself.

Sam Khan

Head of School, Foundation and Primary

ENGLISH

Oral and written communication are vital life skills. The Cambridge Curriculum and the English National Curriculum encompasses speaking, listening, reading and writing and provides the foundation for life long learning. Good communicators are a necessity in the professional domain and at HeadStart our aim is to equip and inspire our pupils to fulfil their potential.

The English curriculum reflects the requirements of the Cambridge Curriculum and the English National Curriculum but is not constrained by it. We cover spoken language (preparing ideas before writing, giving short speeches and presentations, using Standard English in a range of formal and informal contexts, including classroom discussion, rehearsing and performing poetry, play scripts and pieces of prose), reading (word reading and listening and reading comprehension), writing (spelling, handwriting, composition, vocabulary and punctuation).

Pen Licenses are issued to those achieving the required level of cursive handwriting.

The allocation of time to English is 5 x 60 minute lessons per week and 3 x 30 minute lessons per week for Reading and 1 x 30 minute lesson for Handwriting.

The pupils are all taught in groups according to ability.

Reading

- a) Reading Scheme – Oxford reading tree including Treetops and Project X are used as our main teaching tool.
- b) Class Readers – a variety of suitable texts and authors are used to give children experience in reading aloud, to increase their confidence and improve fluency, expression and characterisation. Texts are discussed to enhance understanding and develop analytical skills, including skills of inference, deduction and prediction. Various writing, speaking and listening tasks are connected to the Class Reader.

Children are likely to experience between two and four Class Readers during the academic year.

- c) Library – Usually, each class in Years 1 to 6 has a library lesson per week. Children are expected to develop their personal reading habit and they should have a fiction book ‘on the go’ at all times: this is monitored in library lessons and through the use of personal reading records. The library is also used for the development of research skills.
- d) We encourage all children to read at home for 20 minutes each day.

Children talk and write about their reading, learning to articulate informed personal opinions. They are encouraged to respond imaginatively and intelligently to what they read. World Book Day, author visits and the Drop Everything and Read concept are among the events and activities which support reading in the school.

Spelling

This is taught through two strands:

1. Spellings based on phonics, letter blends and word strings. Spelling lists are given weekly. Related tasks and dictations are also undertaken.

2. Spelling with Spellits is a multi-sensory scheme that addresses spelling rules and conventions in the English language.
3. There is a focus on personal spellings derived from written work which increases through the years.

Writing

Pupils are taught a range of writing skills:

Writing to imagine, explore and entertain; Writing to inform, explain and describe; Writing to persuade, argue and advise; Writing to analyse, review and comment; How to plan and draft work; Punctuation; Spelling; Handwriting and presentation; Standard English; Language structure.

Writing Activities

Children will experience a wide range of writing tasks in line with the requirements of the English National Curriculum and Cambridge Curriculum. Some types of writing, such as stories, poetry and newspaper articles, will be a regular part of the English diet in Year 3 to 6; other types of writing will be experienced periodically.

In particular, they will write from their Imagination, from Personal Experience and for Information.

a) Writing from Imagination

Stories: children learn to plan and structure their stories with a beginning, a middle and an end; they are told to think about aspects of time, plot, setting, character, style and theme; they are taught to consider the balance of actions, description and dialogue. Drafting skills are developed and genres are explored.

Poetry: children write, hear and read poetry in different forms.

Play Scripts: children will read play scripts and learn how to create their own so that they understand how a play moves from page to stage.

b) Writing from Personal Experience

Children perform written tasks where they have to convey information about themselves or experiences they have had. These could be in the form of diary extracts, descriptive writing about holidays or visits, memories and feelings. They should learn to express their views and feelings with confidence and clarity. They should view their experiences as a unique resource which will support them wherever they are and in whatever they have to do.

c) Writing for Information

Children revise and are taught about many different types of information writing, including: Letter writing; Instructions; Reviews, book blurbs; Reports; Newspaper and magazine articles; Advertisements, business cards; Rules, posters, notices, signs; Recipes; Information leaflets; Formal essays; Biographies.

Each writing task will require a child to consider the purpose of the writing and intended audience. As they progress through the school the children will develop their writing 'tool kit': the knowledge and skills that will enable them to write for a wide variety of purposes and audiences.

Speaking and Listening

The children are given many opportunities to enhance and extend their speaking and listening skills.

The intention is that:

They develop the ability to speak English using the correct grammar and syntax
 They continually expand their vocabulary and use new words effectively
 They gain confidence in speaking aloud to a variety of audiences
 They learn to listen carefully in order to understand increasingly complex ideas and instructions.

Children are likely to experience Speaking and Listening activities as part of their preparation for written work; the rehearsal of ideas is recognised as a key aspect in the development of writing.

At all times we keep in mind our aims to: equip children with the skills of Reading, Writing and Speaking and Listening; engender a child’s love of English for its own sake; develop a child’s confidence with, and enjoyment of, reading, writing and the spoken word; prepare children for their future education.

The curriculum:

Term 1

Unit	Unit	Unit	Unit
Poetry Unit 5.1 <i>Poets’ Voices</i>	Fiction Unit 5.1 <i>Friend or Foe</i>	Non-fiction Unit 5.1 <i>Animals on the Move</i>	Live Unit 5.1 <i>Ultimate Rap!</i>
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
) Revision 1) Revision 2) Revision 3) Standard and Non-Standard English) Word Classes) Relative Clauses) Relative Pronouns) Punctuation) Punctuation 2

Term 2

Unit	Unit	Unit	Unit
Poetry Unit 5.2 <i>Tell Me a Story</i>	Fiction Unit 5.2 <i>Oranges in No Man’s Land</i>	Word Detectives	Non-fiction Unit 5.2 <i>Inside the Museum of...</i>
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
) Standard and non-Standard English) Punctuation and Performance) Revision 2) Modal Verbs) Modal Verbs and Adverbs) Select from further activities bank according to the needs of your class) Relative Clauses) Commas for Clarity

Term 3

Unit	Unit	Unit	Unit
Poetry Unit 5.3 <i>Compare and Perform</i>	Fiction Unit 5.3 <i>Greek Myths</i>	Non-fiction Unit 5.3 <i>Ultimate Explorers</i>	Live Unit 5.2 <i>Pitch It!</i>
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
<ul style="list-style-type: none">) Using prefixes (dis-, de-, mis-, over-)) Apostrophes for contraction and possession 	<ul style="list-style-type: none">) Punctuation) Text Cohesion 	<ul style="list-style-type: none">) Text Cohesion 	<ul style="list-style-type: none">) Relative clauses) Spoken and written language

MATHEMATICS

At HeadStart, we want all students to work as competent and confident mathematicians with a deep understanding of the complex and challenging maths they learn. The Inspire maths curriculum aims to enable students to demonstrate enthusiasm and excitement for rich mathematical tasks and challenges which they undertake in a resource-rich, nurturing, encouraging and stimulating learning environment.

Power Maths is a rich text-book based scheme with a robust structure, based on best-practise principles and methods of teaching and learning mathematics including concrete-pictorial-abstract and scaffolding approaches, and a systematic teaching pathway.

Power Maths is a programme that teaches to mastery. It is built on a cumulative spiral curriculum, focusing on core topics to build deep understanding. The pathway scaffolds in-depth learning of key mathematical concepts through the development of problem—solving and critical thinking skills and extensive opportunities to practise.

The allocation of time to Mathematics is 5 x 60 minute lessons per week. The pupils are all taught in groups according to ability.

At the end of each term and throughout the year, children will complete assessments to assess their learning, identify possible gaps in their conceptual understanding and plan future lessons.

Year 5 Units of Work:

Term 1

Number –Place value within 100,000

Number –Place value within 1,000,000

Number – addition and subtraction

Statistics - Graphs and tables

Number – multiplication and division

Measurement– area and perimeter

Term 2

Number – multiplication and division

Number – fractions (including decimals and percentages)

Term 3

Number – fractions (including decimals and percentages)

Geometry – properties of shapes

Geometry – properties of shapes

Geometry – position and direction

Geometry – position and direction

Measurement– converting units

Measurement– volume and capacity

SCIENCE

To develop enquiring minds through investigation, experimentation and learning through discovery.

Developing the confidence, knowledge and skills to find answers to questions about the scientific world is crucial for HeadStart pupils to become well-informed citizens. As well as appreciating the achievements of scientists who have gone before, the practical study of Science teaches young people to plan and conduct investigations, gather information, work in a team and evaluate their findings - all vital transferrable skills for success in their wider education and life in general.

The Science curriculum is organised on a topic basis, taught by Homeroom and Deputy Teachers. Gradually these topics develop into the three aspects of Science – Biology, Chemistry and Physics. Science at HeadStart is learned by a process of guided discovery. Experimental work is used to investigate natural phenomena and simulate some of the scientific discoveries of the past. Most of the lessons involve the use of experiments, investigations and demonstrations to discover and illustrate the scientific principles being studied. Topics are chosen to fulfil the needs of the Cambridge Curriculum while remaining interesting and relevant to pupils.

A number of extra-curricular activities are arranged each year including educational visits, Science Week activities, Science competitions and After School Programmes.

There are 2 x 60 minute lessons per week.

The curriculum:

Scientific enquiry

Know that scientists have combined evidence with creative thinking to suggest new ideas and explanations for phenomena

Use observation and measurement to test predictions and make links

Make predictions of what will happen based on scientific knowledge and understanding, and suggest and communicate how to test these

Use knowledge and understanding to plan how to carry out a fair test

Collect sufficient evidence to test an idea

Identify factors that need to be taken into account in different contexts

Make relevant observations

Measure volume, temperature, time, length and force

Discuss the need for repeated observations and measurements

Present results in bar charts and line graphs

Decide whether results support predictions

Begin to evaluate repeated results

Recognise and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding

Interpret data and think about whether it is sufficient to draw conclusions

Biology

Plants

Know that plants need energy from light for growth

Know that plants reproduce

Observe how seeds can be dispersed in a variety of ways

Investigate how seeds need water and warmth for germination, but not light

Know that insects pollinate some flowers

Observe that plants produce flowers which have male and female organs; seeds are formed when pollen from the male organ fertilises the ovum (female)

Recognise that flowering plants have a life cycle including pollination, fertilisation, seed production, seed dispersal and germination

Chemistry

States of matter

Know that evaporation occurs when a liquid turns into a gas

Know that condensation occurs when a gas turns into a liquid and that it is the reverse of evaporation

Know that air contains water vapour and when this meets a cold surface it may condense

Know that the boiling point of water is 100 °C and the melting point of ice is 0 °C

Know that when a liquid evaporates from a solution the solid is left behind

Physics

Light

Observe that shadows are formed when light travelling from a source is blocked

Investigate how the size of a shadow is affected by the position of the object

Observe that shadows change in length and position throughout the day

Know that light intensity can be measured

Explore how opaque materials do not let light through and transparent materials let a lot of light through

Know that we see light sources because light from the source enters our eyes

Know that beams/rays of light can be reflected by surfaces including mirrors, and when reflected light enters our eyes we see the object

Explore why a beam of light changes direction when it is reflected from a surface

The Earth and beyond

Explore, through modeling, that the sun does not move; its *apparent* movement is caused by the Earth spinning on its axis

Know that the Earth spins on its axis once in every 24 hours

Know that the Earth takes a year to orbit the sun, spinning as it goes

Research the lives and discoveries of scientists who explored the solar system and stars

HUMANITIES

Geography and History are taught as part of the Humanities curriculum.

The study of Geography helps HeadStart pupils to make sense of the world around them. It examines the social, economic and physical forces and processes which shape and change our environment. Practical skills of investigation as well as team-working are taught both inside the classroom and on field trips.

In History, HeadStart pupils travel in time, from Ancient Egypt through to the 20th Century. Along the way they begin to understand what life was like for our ancestors and those in far-flung countries, and learn to analyse and evaluate historical evidence and present their findings in well-constructed essays.

There is 1 x 60 minute lesson per week.

The curriculum:

Geography:

Mountains (Geographical features / Map & Atlas work / volcanoes link / Human impact & effect)

United Europe (Comparisons of human and physical characteristics / impact of human change over time / trade links / map work) – linked history and geography topic

Rainforests (human geography - Natural resources and human impact / physical geography - climate zones and vegetation belts / Trip link – Gibbon Sanctuary)

History:

Tudors (Chronology / Contrasts / Society / Sources)

United Europe (Comparisons of human & physical characteristics / impact of human change over time / Trade Links / Map work) – linked history and geography topic

Ancient Greeks (What was life like? / achievements and historical significance / sources)

ART

Art gives pupils the opportunity to develop their creativity. They are engaged, inspired and challenged, and will have the knowledge and skills to experiment, invent and create.

Aims of Art:

Produce creative work

Explore their own ideas

Record their experiences

Become proficient at drawing, painting, sculpting

Become proficient at general art, craft and design techniques

Evaluate and analyse creative works using artistic language

Know about great artists, craft makers and designers

There is 1 x 60 minute lesson per week.

The curriculum:

Exploring and developing ideas – Create sketch books to record their observations and use them to review and revisit ideas.

Investigating and making. Developing skills – Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Knowledge and understanding and Evaluation – Learn about great artists, architects and designers in history.

MUSIC

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. The HeadStart music programme offers opportunities for all pupils to perform and develop their musical abilities. The curriculum focuses on performance, composition and listening skills and is geared towards improving confidence, singing skills and developing creativity. It brings together intellect and feelings and enables personal expression, reflection and emotional development. There are opportunities for all pupils to participate.

There is 1 x 60 minute lesson per week.

The curriculum:

PERFORMING:

Singing – Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play instruments – Play tuned and un-tuned instruments musically.

LISTENING:

Listen with concentration and understanding to a range of high-quality live and recorded music.

COMPOSING:

Experiment with, create, select and combine sounds using the elements of music.

MODERN FOREIGN LANGUAGES (MFL – French, Russian and Mandarin)

In an increasingly globalised society, modern foreign language skills allow for greater communication between people. It also develops problem-solving skills and increases adaptability, resourcefulness and creativity. Language learning teaches cultural awareness and the capacity to see issues from a variety of perspectives, which are highly valued by universities and employers. Carefully differentiated lessons support all abilities. Extension activities are available for linguistically able pupils through dictionary and research work, presentation opportunities.

Listening and speaking is developed and the written language is introduced through reading and writing exercises. Accuracy of pronunciation and intonation is developed. Vocabulary topics include numbers, weather, description, nationalities and birthdays. Life in other countries is explored through themed days.

The primary goal of learning for the MFL course is to help beginners and children who have learned the target language for one or two years, particularly children from a non-French/Chinese background, build a solid foundation for learning French/Chinese as a foreign language. The course will emphasize the development of communication skills in listening and speaking. Recognising characters and writing characters are also the focus of this course.

There are 4 x 60 minute lessons per week of First Language French, Russian or Mandarin.

The curriculum:

Listening and Responding –

Listen to a variety of forms of spoken language to obtain information and respond appropriately.

Transcribe words and short sentences that they hear with increasing accuracy

Speaking –

Speak coherently and confidently, with increasingly accurate pronunciation and intonation.

Express and develop ideas clearly and with increasing accuracy, both orally and in writing.

Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.

Reading and Responding –

Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.

Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.

Writing –

Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

Identify and **use** tenses or other structures which convey the present, past, and future as appropriate to the language being studied using accurate grammar, spelling and punctuation.

COMPUTING

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics and Science, and provides insights into both natural and artificial systems. The core of Computing is where pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate, able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. Cyber security and eSafety are embedded in the course, allowing discussion and development of safe transferrable practise when using all types of digital technology.

There is 1 x 60 minute lesson per week.

The curriculum:

Children will learn how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Children will learn how to use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Children will learn how to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Children will understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration

Children will learn how to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Children will learn how to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Children will learn how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

PHYSICAL EDUCATION

“Physical fitness is not only one of the most important keys to a healthy body; it is the basis of dynamic and creative intellectual activity” John F Kennedy

Physical education is a fundamental part of the curriculum across all years at HeadStart for this very reason. All pupils are able to take part in a physical activity every day, either through PE sessions, games time or via an activity or after school club. HeadStart pupils are able to develop their fitness and physical skills across a vast range of sports and in chosen areas of interest or talent. Fitness becomes a normal part of following a healthy lifestyle for HeadStart students and is an ethos that will stay with them for a lifetime.

During Year 5 (Key Stage 2) pupils develop their creative imagination in physical activity. They learn new skills, find out how to move in different ways and link them to actions in a variety of activities. They develop an understanding of how to succeed in different sports and learn how to evaluate and recognise success. During the key stage children develop the knowledge, skills and understanding through Dance activities, Games activities, Gymnastic activities, Athletics activities, Swimming activities. Activities in Year 3 focus specifically on basic generic skills, playing in smaller sided games where appropriate.

Students will learn how to use running, jumping, throwing and catching in isolation and in combination. Students will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

The curriculum:

DANCE AND MOVEMENT – Perform all dance movements and activities with appropriate aesthetic quality and complexity for their age.

GAMES – Join in all games activities confidently and effectively for their age.

SWIMMING – Join in all swimming activities confidently for their age and explore freely how to move in and under water with confidence.

GYMNASTICS – Perform all Gymnastic movements and activities with appropriate aesthetic quality and complexity for their age.

ATHLETICS – Join in all Athletics activities confidently for their age and explore freely how to develop technical aspects of each event.

RELIGIOUS EDUCATION

Religious Education is taught at HeadStart in order to teach tolerance and understanding of other people's beliefs and values.

There is approximately 1 x 30 minute lesson per week.

The curriculum:

Worship

Peace

Forgiveness

Personal, Social and Health Education (PSHE)

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions that ensure they are safe and healthy, to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

The curriculum:

Together We Achieve More (TEAM)

Be Yourself

THAI

Thai is taught to all pupils at HeadStart. For native and intermediate Thai speakers they will have 5 x 60 minute lessons per week; for Thai as a foreign language they will have 2 x 60 minute lessons per week.

The curriculum:

THAI AS A FIRST LANGUAGE

บทเรียนจากเรื่องภาษาพาที หนังสือเรียนภาษาพาที ป๔.:

-) ขนมหอยรีเทียมทาน
-) ออมไว้ทำไมชีวิต
-) สมุนไพรและใบหญ้ามีคุณค่าทั้งนั้น
-) ภูมิใจมรดกโลก
-) ชีวิตที่ถูกลืม โอมพินิจพิจารณา

บทเรียนจากเรื่องภาษาพาทีหนังสือเรียนวรรณคดีลำนำ ป๔.:

-) การผจญภัยของสุตสาคร
-) น้ำผึ้งหยดเดียว

หลักภาษา

-) พยัญชนะไทย อักษรคู่ อักษรเดี่ยว -
-) วรรณยุกต์
-) การันต์
-) การอ่านและการใช้ตัว ฤ ฤๅ
-) การใช้สระ - ไ -
-) การใช้ รร
-) คำที่ใช้ บรร

- วันไหว้ครู

- วันพ่อแห่งชาติ

THAI AS A SECOND LANGUAGE

-) Write simple word
-) Past of speech, such as nouns, pronouns, verbs, adjective, simple classifiers, preposition and compound sentence using conjunctions; and/but/or/because.
-) Vowels and distinguish 4-5 different tones
-) Write simple word and understanding the meaning
-) Read short phrases and simple sentence

-) Write and make simple sentence
-) Distinguish polite particles
-) how to polite express feelings and options
-) Days and months in Thai
-) Cultural activities in school such as Wai Kru day, Loy Kra thong etc.
-) Understand and follow Thai etiquettes; Do's and Don'ts in Thailand

THAI AS A FOREIGN LANGUAGE

-) Wai Kru/students are able to talk about the important of Wai Kru ceremony.
-) Loy Krathong/ students are able to talk about the important and why Thai people celebrate Loy Krathong Festival.
-) Father's day/ students are able to talk about fact and history about Thailand's Royal Birthday celebration.
-) Verbs (What are you doing?)/Students are able to use the simple verbs to make simple sentences.
-) Sickness/symptom Students are able to have a simple conversation when they need help with their illness.
-) Buying fruit (How much is durian?)/Students are able to use the big numbers.

SUPPORT FOR LEARNING

Support for Learning provides an opportunity for all those who need support to achieve their very best. A combination of highly experienced and well qualified teachers and teaching assistants offer support both in small groups and individually to suit students learning needs. The aim is to lead students through the challenges of exams by determining individual learning styles, supporting organisation, developing study skills and literacy and numeracy skills. Contact with parents is actively encouraged as parent support is invaluable to the success of each child's development.

Early intervention to support pupils is identified through observation in the classroom and discussions with teachers. In class support is provided by teachers and deputies, with some pupils benefiting from small group withdrawal, where individual support can be provided more effectively.

We have a Child Psychologist at HeadStart who is also able to assess children.

We liaise closely with external agencies (Educational Psychologists, Occupational Therapists and Speech and Language Therapists) who provide expert advice to help find solutions for the individual as quickly as possible.

Parental involvement in the children's learning is encouraged and Learning Support lessons may be recommended following regular communication and observation and Individual Educational Plans (IEPs) can be created where necessary.

Specific activities are recommended to aid children who have difficulties with fine and gross motor skills, communication, self-esteem and co-ordination.

Relationships between specialist teachers, the child and parents are built up from an early age.

Regular in-house informal assessments are carried out to help pinpoint specific areas of strength and difficulty to aid the child, parent and teacher.

Transition from Primary to Secondary

Primary and Secondary Heads of Departments meet every half term to maintain links and discuss current issues and good practice.

Taster lessons are taught in the Secondary School during the Summer Term of Year 6 for students to meet the Secondary School staff and get familiar with the Department.

HOMework

It is generally agreed that some form of work at home is desirable for children of this age. Homework should not be an unpleasant experience and, in general, should be used to reinforce children's schoolwork. Homework also gives parents an opportunity to discuss schoolwork with their child, not only to gain a better understanding of the HeadStart Curriculum, which is a combination of the Cambridge Curriculum enhanced with the English National Curriculum, but also to participate in their child's learning.

The reality of modern day lives in which often both parents work can make homework a stressful time. We are well aware of the demands on family time and equally understand that children require some 'down time' in their busy day. With this in mind we have been careful in our expectations of the length of time we expect children to spend completing homework. The recommended time that should be spent on homework in Year 5 is 30 minutes.

Reading, which is not included in the above timings, should be encouraged and, where possible, take place on a daily basis. Again, parental engagement is of huge benefit.

Younger children should be heard reading on a regular basis. Older pupils should read independently and silently to themselves. A few suitable questions do not only convey interest, but also help children to **think** about what they are reading.