

RUNNYMEDE COLLEGE

British International School • Madrid



Founded 1967

Year 5 Curriculum

A Guide for Parents 2009 — 2010

Dear Parents,

The following pages outline the curriculum that your child is studying this year. This should enable you to have a clearer idea and understanding about what is taught in the Junior School. It should also enable you to help in the learning process.

The areas encompass the requirements of the National Curriculum and in some cases an explanation of the attainment targets has been included. There may be some adjustments in the subject area content as all areas are constantly under review, and they will be adapted to the needs of the children. This guide will be re-examined and revised as necessary during the year.

Should you require any further information about the curriculum or about the school in general, please do not hesitate to get in touch.

Yours sincerely,

A handwritten signature in blue ink that reads "Christopher Say". The signature is written in a cursive style with a long horizontal stroke extending to the right.

Christopher Say

Head of Junior School

General Information

Key Stage 2 begins in Year 3 when a child is 7 and lasts until Year 6 when a child reaches the age of 11. During this time it is our goal to provide a learning environment in which children develop an understanding, appreciation and enjoyment of the world they live in. We wish to give them a thirst for learning in a happy, safe environment and to help them grow as independent and confident people.

Through the curriculum subjects we aim to help the children develop lively, enquiring minds enabling them to apply themselves to mental, physical and artistic tasks. We strive for high academic standards.

In Runnymede the teaching of Literacy and Numeracy are seen as central areas of our curriculum. In English we encourage our children to express themselves and their opinions, to share their ideas and thoughts and we make each child aware that his contribution is valued. The children have the opportunity to read a rich variety of literature and believe that through books we can develop their skills in reading, writing, talking and listening apart from giving them a chance to explore their own imaginations.

Our teaching of Mathematics is based on the National Numeracy Strategy where the emphasis is placed on developing skills in number and particularly mental Mathematics. We use practical activities and 'real life' problems to engage their interest and enthusiasm.

During the key stage we aim to provide the children with continuity and progression for one year group to the next. With this in mind, we have developed a set of guidelines for each area of the curriculum which are under constant review and details of which are included in this booklet. The children are continuously observed and assessed and records are kept of each child's progress. These are passed on to the following class teacher to ensure continuity and progress.

We aim to achieve a balance between class teaching, group activities and individual teaching. The days are planned to maximise opportunities for development throughout the time spent at school.

We place great importance on providing a stimulating, interesting environment that is conducive to learning using displays of children's work to reinforce the 'message' that everyone is valued.

Social and Emotional Development

As we pointed out earlier, we hope that our children will develop confidence, positive motivation and security.

We also hope that they will develop social skills of consideration for others, working as a group, learning to take turns and to share. Discipline is approached in a positive way and we respect the children first, just as we hope to earn their respect. Rules are simple and adhered to by all,

including the teachers. A set of 'Golden Rules' are used as the main focus to encourage positive behaviour in school. Correct behaviour is rewarded each week by a 'Golden Time' session. On the other hand, inappropriate behaviour results in time being lost by a child.

We hope that the children will feel that they are part of a community in which they have a role to play. We expect them to be tidy in class and to help the teachers. In this way the children develop attitudes of responsibility from the beginning.

We have high (but not unrealistic) expectations of the children and we find they live up to them. Each child is seen as an important individual and labels based on stereotypes of race, gender or social class have no place in our school. Each child has talent, potential and special qualities; we seek to foster these, thus enabling each child to grow in positive self-esteem and realise his or her potential.

Assessment and Testing

In Year 5 children are given termly summative tests to assess their progress during that period and in Term 3 they take the non-statutory English Q.C.A. tests in English and Mathematics. The children work under test conditions under the supervision of their class teacher who adheres to strict guidelines to ensure that the children's levels can be determined accurately.

The levels that a child achieves may be discussed with parents in the final Parent/Teacher Meeting of the year. At the end of the Year 5 an average child should be achieving between levels 3 and 4. The nature of these levels is fully explained to the parents at an expectations meeting in September.

Runnymede is under no obligation to administer these tests. However, we do base our curriculum on the National Curriculum and believe that the children's progress should be monitored objectively and effectively in order to report to parents. This also ensures a smooth transition back to schools in Britain where families intend to return to Britain.

Other summative tests include the Suffolk Reading Test which is administered at the end of Terms 1 and 3 and the Raven non-verbal intelligence test which is administered in Term 3.

Apart from formal summative tests, the children are constantly being monitored, observed and given tasks to ensure that appropriate steps are taken to ensure progress.

ENGLISH

Literacy Hour

In line with current practice in England and Wales, English at Runnymede is taught according to the Primary Framework for literacy. The renewed Framework forms a significant development that builds on the learning that has taken place since the original Framework for teaching literacy was introduced in 1998 and 1999.

Through daily lessons, children discuss a wide variety of texts, identifying similarities and differences between them. Under the guidance of the teacher, they move on to identifying those qualities which mark them as examples of good writing. The final stage is the pupils' own writing where they are encouraged to use the techniques they have identified in their discussions.

Within the strategy, less time is devoted to one to one reading with the teacher. Instead, the teacher leads guided reading sessions, where texts are read, discussed and predicted according to the child's ability.

Similarly, writing skills are developed through guided writing sessions with the teacher.

Additional time outside the Literacy Hour is given to extended writing and to exercises practising areas taught within the hour.

The English Curriculum contains the following aspects and pupils are assessed on their progress through them.

Speaking

Children will be expected to further develop the skills acquired in Year 4. They should now be able to draw conclusions from the work they have planned and implement them alone or in groups and be able to discuss them logically. Children will be given opportunities to tell or retell stories in a structured manner to convey elements of character. Children should begin to recognise that differences exist between Standard English and dialects. Children will be given opportunities to participate in improvised drama and role play activities.

Reading

Children should by now be reading independently and with increasing confidence and fluency from a range of literature and be able to demonstrate personal preferences in their choice of reading material. Children will have an opportunity to read aloud and to discuss literature in groups. They should by now be able to turn to a variety of material in order to find out information. Children should begin to make basic comparisons or parallels between books read and support them with evidence or examples from the text.

Writing

Children will be helped to develop an impersonal style and to start to organise non-chronological writing in a logical way, e.g.: opinions, explanations, reports, explanations of scientific processes or the collection and ordering of mathematical data. The children should be making appropriate use of paragraphs, layout and subheadings. Children should now be using more complex sentences. They will practise punctuating them correctly with commas in order to separate clauses. They will continue to practise the correct setting out and punctuation of speech. Children will discuss the organisation and content of their writing with the teacher or other pupils and revise and redraft it in the light of that discussion.

Spelling

Children will work through the Nelson Spelling Scheme which is a differentiated course for structured spelling. A range of strategies and techniques are employed, including puzzles and word games.

Children will be taught in groups according to their spelling ability. They will be given spelling words to learn at home for tests. These will be based on spelling patterns, words arising from topic work and commonly used, irregularly spelt words.

Handwriting

Children will work through the stages according to the Nelson Handwriting Scheme. The scheme provides structured units linked to spelling and grammar points. Most Year 5 children will begin to produce clear and legible handwriting in both printed and cursive styles. This corresponds to Nelson Book 3.

Resources

Cornerstones for writing - OUP
Launch into Literacy - OUP
Essential Texts - Heinemann
Handwriting and Spelling - Nelson

Homework

Formal English homework is set once a week and should last between 40-50 minutes. In addition, children are expected to continue to read frequently at home and share their books with an adult when they can. They will also be given spelling lists to learn.

MATHEMATICS

In Year 5 children will be encouraged to take increasing responsibility for organising and developing their own mathematical strategies to overcome a problem. Mathematical language and forms of communication will be extended further. Maths will be applied to practical and real life problems. At all times children will be encouraged

to see Maths as a creative and rewarding field of individual and cooperative study.

The Primary Framework for Mathematics

In line with the National Curriculum, Mathematics at Runnymede is taught according to the Primary Framework for Mathematics. This strategy consists of lessons structured into three parts: oral work and mental calculation, the main teaching activity and a plenary.

The oral work and mental calculation last about 5 to 10 minutes. The whole class work together to rehearse, sharpen and develop mental and oral skills.

The main teaching activity lasts about 30 to 40 minutes. The children have direct teaching input and are involved in a range of pupil activities. They may work as a whole class, in groups, in pairs or as individuals.

The plenary lasts about 10 to 15 minutes. Here the teacher works with the whole class to sort out misconceptions and identify progress, to summarise key facts and discuss the next steps.

Within the daily mathematics lesson pupils will be covering the following work and will be assessed on their progress.

Syllabus Outline

1. Numbers and the Number System

Children will appreciate place value to 10,000 and understand the effect of multiplying and dividing by 10 or 100.

They will recognise factors, prime and negative numbers and equivalent fractions. They will relate fractions to divisions as well as to their decimal representations.

They will begin to use simple percentages to describe portions as a whole.

Children will recognise more complex number sequences and patterns and comment upon them.

2. Calculations

Children will consolidate number facts, including division of tables up to 12 by 12. Children will build on their knowledge of addition and subtraction facts to enable quick mental recall, understanding the effect of, and relationship between the four mental operations. They will use and adjust known number facts to solve more complex mental calculations. They will apply the four number operations to two decimal places, fractions and money. Children will improve their skills at estimating, especially when tackling more complex multiplication and division sums with remainders.

They will check their work using a range of suitable methods. They will develop their calculator skills, knowing when to use them most appropriately.

3. Solving Problems

There will be a greater focus on decision making when tackling problems, such as the choice of operation (+, -, x, ÷) and most suitable method (paper, mental or calculator). Children will begin to justify their reasoning. They will investigate, explain and generalise about number patterns and shapes. They will share word problems based on 'real life', money, measures and time.

4. Handling Data

Children will organise and interpret tables, charts, graphs and diagrams. They will investigate probabilities of an event, comparing results. They will appreciate the terms 'mean' (average) and 'mode'.

5. Measure, Shape and Space.

Children will use, read and write standard metric units and convert larger to smaller units. They will select suitable units and measuring equipment to estimate or measure length, mass or capacity and record estimates from scales to a suitable degree of accuracy.

Children will work with units on a 24 hour digital clock using hours, minutes and seconds as well as am. and pm. notation. Children will use timetables. They will recognise and classify the properties of more complex shapes and find the area of them. Children will investigate lines of symmetry and make 3D shapes. Children will read and plot coordinates as well as recognise perpendicular and parallel lines. They will identify and estimate acute and obtuse angles, using a protractor to measure these.

General Information

Year 5 are grouped into three sets to provide appropriate extension or reinforcement of the programmes of study. The groups are taught by the class teachers and the Key Stage 2 Support Teacher for Years 5 and 6. The groups are flexible and changes may take place on a termly basis.

The general scheme of work is Oxford Maths Zone. Work is supplemented and revised with the selective use of teacher materials, Nelson Mathematics, Ginn Mathematics and some work from Cambridge Mathematics.

Homework

Homework will be set at least once a week to reinforce class activities.

SCIENCE

Science has an important place in the curriculum. The National Curriculum for Science is divided into the following sections:-

Sc 1 Scientific Enquiry

Scientific skills will be taught and developed throughout Years 1 to 6. As Science is a practical study, its skills are, wherever possible, developed in investigations of a practical nature. Children will be observing, predicting, measuring, hypothesising and will be applying these skills to real life situations.

The elements of Sc 1 are developed through the teaching of the following Science sections, which form the 'knowledge and understanding' content of the National Curriculum:- Sc. 2. Life Processes and Living Things, Sc. 3. Materials and Their Properties, Sc. 4. Physical Processes.

The teaching of Science in Years 1—6 is based on a carefully structured programme of work which ensures a thorough coverage of the National Curriculum for Science.

The scheme of work is based on the Science QCA documents and is supported using the best elements of published science material such as 'Ginn Star Science' and the 'Bedfordshire Science Team Scheme of Work'. It is also supported by teachers' own ideas and resources.

Within Key Stage 2 the work is covered through a series of science topics which have varying degrees of duration, depending on the depth of the content within each topic. The scheme of work is structured in a such a way that each scientific concept is covered at least twice within the Key Stage, thus enabling the children to consolidate their knowledge and understanding. Within each Year Group the children will cover elements from each of the three main areas of 'Knowledge and Understanding'.

Syllabus Outline

Changing State and Gases

Through this unit children consolidate their ideas about changes of state which can be reversed. They use their understanding to explain a range of familiar phenomena.

Through this topic children learn that gases are material and can be distinguished from solids and liquids by their properties. They also learn about the uses of some important gases and where gases are found.

Changing Sounds

The children will learn that sounds are produced by vibrations and that these vibrations travel from the source through a variety of materials. Musical instruments are used to illustrate the range of ways of producing sounds and how pitch and loudness can be altered.

Keeping Healthy

This unit helps children to learn that there are many aspects to keeping healthy. Children learn about the heart and how heart beat is affected by exercise and relate this to what they already know about movement and exercise.

Experimental and investigate work focuses on:

- (a) repeating measurements

- (b) representing data in bar charts and graphs, and interpreting these using results to draw conclusions.

Earth, Sun and Moon

Through this unit children learn that plants and animals reproduce as part of their life cycle and that in every life cycle there are distinct processes and stages. They should begin to understand how reproduction is important to the survival of the species.

Experimental and investigate work focuses on:

making observations and comparisons

drawing conclusions

Work in this unit also offers children opportunities to relate their knowledge and understanding of science to their personal health and to consider ways in which living things need protection.

Life Cycles

In this unit, children consider the life cycles of flowering plants and animals.

Resources

A combination of teachers' resources and published material.

DESIGN AND TECHNOLOGY

Design and Technology is about making things for specific purposes. In this area of the curriculum children are encouraged to investigate needs and to develop or modify products, environments, or systems for doing something.

Design and Technology is a practical activity in which making decisions about what to make and why are as important as producing an end product. Children discuss ideas, plan and most importantly, test out their ideas and make adjustments as a result of their evaluation.

Many aspects of Design and Technology have always been a part of the curriculum in the Primary School. However, the National Curriculum has made us more aware of the processes involved when the children take part in this type of activity, and it has stressed the importance of identifying and linking these aspects.

Through Design and Technology activities, children are encouraged to:

- (a) consider the needs of themselves and others
- (b) organise and plan their ideas
- (c) use drawings, plans and models to develop their ideas
- (d) select materials and allocate resources effectively
- (e) avoid wastage of materials
- (f) use equipment safely and correctly

- (g) evaluate their ideas constructively
 - (h) become aware of other people's reactions to things they make
 - (i) recognise that people like certain things but not others
 - (j) describe their way of working to other people
- Design and Technology opportunities arise from every area of the curriculum. Time spent on Design and Technology may vary from week to week, as some class projects lend themselves more easily to design technology activities than others. Design and Technology classes are linked to class project work and are also carried out as a separate activity independent of the class project. However, over the course of the year, children will have experienced a range of tasks that involve a balance of the four main Design and Technology areas (identifying needs, generating designs, planning and making, and evaluations).

I.C.T.

In year 5, children use a wider range of ICT tools and information sources to support their work in other curriculum areas. They also develop specific skills, including research. We encourage children to develop a positive approach to all aspects of ICT in both recreational and work situations.

Syllabus Outline

Unit 5A – Graphical modelling

Children learn to use an object-based graphics package to produce images and graphical models. They learn the key differences between an object-based program and a paint package and understand that visual models can be used to identify patterns and relationships. Children will be able to apply what they have learnt in this unit when making maps in geography and drawing diagrams in science.

Unit 5B – Analysing data and asking questions using complex searches

Children are taught how to use existing databases to answer questions that rely on more than one variable. They will present data in a graphical form to help them answer questions. They will undertake investigations using information from the World Wide Web.

Unit 5C – Evaluating information, checking accuracy and questioning plausibility

Children are taught the importance of checking information for mistakes and anomalies. They learn how to detect mistakes and correct them.

Unit 5D – Introduction to spreadsheets

Children are introduced to spreadsheet software. They learn to enter numbers, labels and simple formulae into a spreadsheet and to use data to calculate totals. They explore how changes in values of variables such as price and quantity can affect totals such as overall cost.

Unit 5E – Controlling devices

The children learn how to control simple devices such as lights, buzzers and small electric motors using basic control interfaces. They learn how to frame instructions to switch the control devices on and off, and how to organise these instructions into sequences and procedures. They understand the application of their learning to a variety of contexts in the world around them, for example traffic lights and simple manufacturing processes.

Unit 5F – Monitoring environmental conditions and changes

This unit refines children's understanding of conventional methods of monitoring and measuring the environmental conditions and changes, such as using a thermometer to measure the temperature, or automatically turning on street lights as the daylight fades. It provides children with an understanding of how to carry out experiments using, and in most cases choosing, appropriate sensors to monitor environmental changes.

Resources

Each class is provided with:-

- 1 class computer attached to an interactive whiteboard with a basic suite of core software installed.
- Access to the computer suite of 13 networked Macintosh computers once a week.
- Internet access.

Other resources include:-

- 2 floor roamers (programmable robots).
- Sensors, loggers and other available peripherals (printers, scanners etc.).

HISTORY

In Key Stage 2 (years 3 to 6) children will be taught about important historical events and developments from Roman to modern times. They will be helped to develop a sense of chronology and learn about changes in everyday life over long periods of time. They will also be taught about ancient civilisations and have opportunities to study local history.

There are three attainment targets which chart the children's progress in the acquisition of historical skills, knowledge and understanding and their ability to organise and communicate information:

Knowledge and Understanding of History

Children will develop their ability to analyse historical information. They will study different kinds of historical change (buildings and transport, for example) and make connections between events and situations in different periods of history. They will also study the causes and

consequences of past events and investigate the different features of a past society. In the course of this work they will develop a vocabulary to describe the past (ancient, medieval, B.C., A.D., century, etc.)

Interpretation of History

Pupils will have opportunities to develop an awareness of different ways of representing past events (for example in pictures, songs, pageants, models, poems and stories). They will find out why versions of the past differ. Children should become aware that versions of the same events and accounts of life in the past can vary according to and the way they are represented.

Use of Historical Sources

Children will have opportunities to find out about the past from different sources. They will develop their ability to make deductions and put together information from different historical sources.

Children will be helped to investigate historical topics on their own. They will have opportunities to organise and communicate historical material in a variety of ways. This involves choosing sources, collecting and recording information, selecting and organising historical material and its final presentation, orally, visually or in writing.

Although our resource material comes from Britain we are nevertheless conscious of the fact that we are in Spain and the choice of study units reflects this whenever possible. The local environment is also of the utmost importance in the study of History and we make full use of museums, artefacts and archaeological remains in and around Madrid.

From Year 3 to Year 6 children will cover seven History Study Units. Two of the units will be tackled by each of the Year groups 4, 5, and 6, and one by Year 3. Domestic Life, Families and Childhood will be covered every year when pupils will focus on family life in the period they are studying.

Syllabus

Victorian Britain

- Industrialisation, child labour
- Public health, education
- Inventions, scientific discoveries
- Cultural achievements
- Domestic life, family and childhood

Ancient Greece

- Athens and Sparta
- Arts and architecture
- Myths and legends
- Influence on the modern world

Resources

Longman "Sense of History", Ginn History, and other resource material from various publishers.

GEOGRAPHY

Geography is by definition a huge field of study encompassing a scientific study of the world's surface, its physical features, political divisions, climate, products, and of course, its people. Each of these aspects is unavoidably related to all the rest, and in order for children to acquire an effective understanding of their world, they need to develop basic concepts and skills that can be used to acquire knowledge. For this reason, Geography in the primary school is based upon skills that are developed through studying a wide variety of places and themes.

Throughout Years 3–6, Geography is taught through specific geographical themes and cross-curricular topics. Emphasis is placed on enquiry, pupils being expected to carry out their own research to find and select relevant information. All areas of study fall within the guidelines of the English National Curriculum. To ensure that a balance has been achieved, a series of themes that develop progressively through the school has been planned, these being based on the Ginn Primary Geography Scheme and the National Curriculum (2000 edition).

Areas of Study

The areas of study to be covered in Key Stage 2 are drawn from the National Curriculum Attainments. These are:-

Geographical Skills

Maps and Mapping. Use of photographs. Careful observation and recording. Research. Use of the media. Use of instruments and information technology.

Places and Themes

The local area. Contrasting localities. Localities in the U.K. and Europe. Aspects of the developing world.

Physical Geography

Landscape and features. Rivers and river systems. Weather and weather patterns. Soil. Natural Hazards.

Human Geography

Population studies. Communications and transport. Homes. Settlements. Variations in land use.

Environmental Geography

Natural resources. Manufactured goods. Conservation and pollution.

Elements of these five areas of study will be considered throughout the Junior School within the topic areas that have been planned.

Topic

In Year 5 the following area will be covered:

Shaping the Land.

As in the two previous years, the children in Year 5 will work individually, in small groups and as a whole class. The topic studied during the year is mainly involved with human and environmental Geography.

Resources

The topic 'Using the Land' will be closely lined to the Ginn Geography series, plus teacher-selected materials from maps, photographs, journals and books.

P.S.H.E. AND CITIZENSHIP

In Key Stage 2, children are taught the P.S.H.E. (Personal, social and health education) and Citizenship Curriculum through the use of circle time, class discussions and through related work in other curriculum areas. Assemblies also play an important role in the delivery of PSHE.

Through PSHE and Citizenship children learn to:-

- Develop confidence and responsibility and make the most of their abilities.
- Prepare to play an active role as citizens.
- Develop a healthy, safe lifestyle
- Develop good relationships and respect the differences between people.

Our work in PSHE and Citizenship focuses on 3 main themes:-

1. Rules, discipline and morals – keeping safe.
2. Friendship
3. The school and the environment.

These themes form the basis of all work, both in the classroom and through assemblies.

Resources for Key Stage 2

Teaching resources are taken from:-

Citizenship. A scheme of work for key stages 1 and 2 (QCA)

Health for life Ages 8-11 (Nelson)

Citizenship and Personal, Social and Health Education (Folens)

Developing Circle Time (Lame Duck Publishing)

Quality Circle Time in the Primary Classroom (LDA)

Photocopiable Materials for use with the Jenny Mosley Circle Time Model (LDA)

Quality Circle Time in action video (LDA)

Getting Started with Circle Time (Kent Advisory Service)

SPANISH

This year there are three groups: two First language and one Foreign language (Intermediate/Beginners).

Homework

Written exercises set once a week. Occasional project work.

Reading book (weekend)

Foreign Language

Intermediate

Tiempo libre

La casa

Caracteres y estados de ánimo

Relaciones con otras personas

La comunicación oral y escrita

Los animales

Los transportes

La vida en el campo

La salud

Comprar y vender

El tiempo

Los medios de comunicación

General objectives

Topic introduction

To learn some relevant expressions related to each unit

To increase their vocabulary skills within the unit, learning to pronounce and write new words correctly.

To develop their oral and written understanding and expression by putting into practice the skills already taught

To encourage spontaneous communication among the students.

To fix the pronunciation of words with some phonetic difficulty and to spell them correctly.

To introduce them to some specific grammatical aspects of Spanish.

To enable them to read and write a story by observing pictures, and also by relating pictures to the text.

To bring closer some aspects of Spanish culture closer to the attention of the student.

Specific objectives

To revise skills learnt last year and increase their difficulty.

To learn to spell new words.

To reinforce last year's grammar points and learn new ones: "al/ del", irregular verbs in the recent past, present and future tenses, the imperative, possessive pronouns and use of personal pronouns.

To broaden their cultural knowledge of Spain.

To describe parts of the house and furniture it contains (Size, quality, colour. Material)

To express opinions in written and spoken word.

To improve in pronunciation, accent, intonation and punctuation.

To describe people's characters and emotional states.

To distinguish between the use of "usted/ustedes" and "tú/vosotros" in writing and in speech.

To differentiate between the use of 'ser' and 'estar'.

To describe people and animals

To revise the most used expressions to ask for something, to thank and apologise.

To produce appropriate questions for given answers.

Direct requests.

To practise verbally the vocabulary, and the expressions learnt during the units.

To express obligation, orders, needs and wishes.

To express qualities of things in different grades (comparative and superlative).

To learn ordinal numbers.

To express intentions and future plans.

To develop the time sequencing of several actions.

To confirm or deny something.

Undirected writing.

Open discussions on selected topics.

Resources

Intermediate: Aventura 1 & 2 (new edition)

Cassettes. Picture Cards. Line Masters. Posters. Big Books.

Stories for listening comprehension.

Lengua y Cultura Españolas

Escuchar, hablar y conversar

Comprensión de la información que se escucha oralmente (secuencias de narraciones, anuncios, conversaciones, diálogos).

Representación de situaciones cotidianas orales.

Valoración de las producciones orales y opiniones de los compañeros.

Claridad y precisión en la expresión.

Comprensión del concepto de la comunicación humana.

Pronunciación correcta de los sonidos [g], [j], [c] y c y qu.

Producción de mensajes en los contestadores telefónicos.

Aproximación al concepto de comunicación verbal y no verbal.

Expresión de la propia opinión y respeto por las de los demás.

Entonación correcta de la narración de un final de cuento.

Reconocer el eslogan de un anuncio. Elaborar anuncios.

El diálogo y el consenso en el grupo.

Reconocimiento de la estructura de un programa de radio.

Elaboración de programas de radio siguiendo un modelo.

Interés por enriquecer el vocabulario propio.

Los sonidos y ruidos.

Producción de diálogos.

Pronunciación correcta de las palabras según su sílaba tónica.

Leer y escribir

Comprensión de textos escritos:

Interés por la lectura.

Ampliación de vocabulario.

Valoración de la autonomía lectora.

Comprensión de la información de un texto explicativo, de textos descriptivos, de textos narrativos: la entrevista y de narraciones.

Identificación de las ideas principales de un texto.

Valoración de la descripción como expresión artística.

Valoración de la información que nos da el texto escrito.

Valoración de la obra literaria.

Identificación de la estructura de un diario de viajes.

Interés por la lectura.

Elaboración de reportajes sencillos.

Composición de textos escritos:
El planteamiento en la narración.
La carta.
El resumen.
La narración: el nudo y el desenlace.
El anuncio.
La entrevista.
La narración de miedo: algunos elementos característicos.
El reportaje.

Educación literaria

Valoración de la autonomía lectora.
El cuento popular.
El carné de biblioteca.
La carta.
El texto explicativo.
Las instrucciones.
El autor literario.
El texto descriptivo.
El anuncio: el eslogan.
El texto narrativo: la entrevista y el programa de radio.
La narración.
El diario de viajes.
El reportaje.
El itinerario.

Conocimiento de la lengua

Los prefijos in- y des-.
La comunicación humana.
La letra g, los grupos za, ce, ci, zo y zu y las grafías c y qu.
Los refranes.
La comunicación verbal y no verbal.
Las voces de los animales.
La oración gramatical: sujeto y predicado.
Los superlativos.
· Los barbarismos:
El número y el género del nombre.
La sílaba tónica y la sílaba átona.
Las palabras polisémicas.
El adjetivo.
El diptongo (crecientes y decrecientes).
Las locuciones.

Las onomatopeyas.
Palabras agudas, llanas y esdrújulas.

Recursos

Lengua Castellana 4 Proyecto Tornasol. Editorial Teide.
Cuadernos trimestrales de ortografía 3, 4 y 5, Editorial Teide.
Biblioteca Básica. La vuelta al mundo en 80 días. Editorial Teide.
Biblioteca Básica. Los cuentos de las mil y una noches. Editorial Teide.

ART

Art plays an integral part in the curriculum throughout the Junior School, and it is incorporated into all areas as a vehicle for learning which can enrich and lend interest. However, in most cases the aim of many activities is not just the finished product for display purposes, important though this is, but mainly to impart essential skills and concepts.

A variety of tasks will be set to help children develop the following skills:

1. Manipulation and hand control.
2. Observation.
3. Memory.
4. Creativity and imagination.
5. Spatial awareness (shape, form and composition).
6. The ability to work individually and in groups.
7. Colouring, painting within a given area.
8. Colour awareness and shading.
9. Work using texture, pattern and line.
10. Development of work on scale drawing and proportion.

These skills are practised in every year at a different and more advanced level, and teachers will ensure a balance of skills that can be achieved through activities such as:

Drawing
Painting
Modelling
Collage and the use of materials
Printing
Working with clay

Children will also be introduced to famous works of art and well known artists, thus laying the foundations for later Art Appreciation.

At every level the children will be encouraged to work with care and take pride in the task in hand. Praise and encouragement by both teachers and parents plays an important part in fostering confidence and positive attitudes.

MUSIC

Pupils' understanding and enjoyment of music is developed through activities that include listening and appraising together with performing and inventing. Children are encouraged to respond to sounds and music through movement and dance and to sing and play instruments individually, in pairs, in groups and as a class.

Musical Concepts

Children are taught to listen with concentration, exploring and internalising, i.e. hearing in their heads, and recognising the musical elements of:

- a) pitch - high/low;
- b) duration - long/short; pulse or beat; rhythm;
- c) dynamics - loud/quiet/silence;
- d) tempo - fast/slow;
- e) timbre - quality of sound, e.g. tinkling, rattling, smooth, ringing;
- f) texture - several sounds played or sung at the same time/one sound on its own;
- g) structure - different ways sounds are organised in simple forms, e.g. question and answer; round; phrase; repetition; ostinato (a musical pattern that is repeated many times); melody.

Repertoire

The repertoire chosen for performing and listening is chosen to extend pupils' musical experience and knowledge, and develop their appreciation of the richness of our diverse cultural heritage. It includes music in a variety of styles:

- a) from different times and cultures, e.g. from the European 'classical tradition; folk and popular music; the countries and regions of the British Isles; cultures across the world;
- b) by well known composers and performers, past and present.

Performing and Composing

- a. Controlling sounds. Sing with accuracy of pitch; perform with a sense of pulse; play and sing rhythms and melodic patterns from memory using notations/symbols as support; begin to control more than one musical element at a time.
- b. Performing with others. Sing and play instruments, holding their own line with awareness of other performers, e.g. getting quicker together, correcting their own part, singing simple ostinati.
- c. Exploring and composing. Create extended rhythmic and melodic patterns, and layer sounds to explore and use the effect of different textures.
- d. Communicating musical ideas. Make expressive use of the elements; use a range of notations/symbols to refine and record musical ideas.

Listening and Appraising

- a. Applying Knowledge. Recognise some differences and similarities in the way sounds are used in music from different times and places.
- b. Responding and reflecting. Respond to differences in character and mood through dance/movement and the other arts; analyse and begin to evaluate the use of musical elements in isolation and in combination; make improvements to their own work; use a musical vocabulary.

Summary

By Year 5 the confidence and degree of musical expression shown by the children leads to the use of a wider range of music with further demands. The emphasis in the music lesson is on the quality of the work. Music also contributes to broader curriculum aims such as performing a piece to illustrate a project in classwork or in assembly.

Additional Information

- a. Complementary instrumental classes are available on a private basis within the school day. These include piano, violin, guitar, flute, saxophone, clarinet, drums and voice. Children who wish to take the Associated Board Grade exams can both register and sit the exams in Runnymede, which is an official centre.
- b. Every week there is a complete Junior School assembly at which the children either sing together or perform to each other.
- c. Every year, each Year group will prepare a show with music to be performed to the whole Junior School and for parents.

PHYSICAL EDUCATION

Learning by doing and moving is crucial to the physical, intellectual, emotional and social education of young children. When they start school, some children show greater physical ability than others but all need frequent, regular opportunities to develop gross and fine motor skills through experience. They must "do" and "feel" while they satisfy their need to be active.

For young children, many actions regarded as simple or taken for granted by adults can represent a considerable challenge. Achieving sufficient control in gross and fine motor skills can bring children real delight and a sense of accomplishing something "really important". They may be happy to repeat a new movement or skill over and over again. They may be eager to explore and suggest alternatives. Work with children of this age is planned to allow plenty

of time for practice, repetition and experimenting. Help is given to make children think about their actions and become increasingly aware of what they are able to do.

As their concentration span is limited, children need variety when working on a specific skill. This also helps to broaden their range and scope of skills while providing different, interesting experiences. How a child deals with a proposed activity isn't "right" or "wrong", it is just one of the possible solutions. Discovering by oneself and/or imitating classmates will help to stimulate and develop motor skills as well as body image.

Children are also taught to co-operate with others in order to stimulate a sense of team spirit during work on different skills, tasks, team competitions or simple routine class chores.

Expectations

Planning and performing

Find solutions, sometimes responding imaginatively, to the various challenges that they encounter in the different areas of activity.

Children find ways to beat the opposition in a competitive game; explore solutions to problems encountered in an outdoor and adventurous activity; find pathways among gymnastic apparatus which may sometimes be novel or unexpected.

Linking actions

Repeat series of movements they have performed previously with increasing control and accuracy.

Children plan and repeat a longer series of movements using a wider variety of equipment or apparatus with increasing control and accuracy. Children remember sequences and dances and can repeat them. Actions are controlled and can be performed accurately and safely.

Improving performance

Practise, improve and refine performance.

Children plan, perform and evaluate physical activity both alone and in relation to others. Children improve and refine their performance through practice, making actions clearer and more precise; achieving greater control, accuracy, dynamism and expression in their work.

Relationship

Work safely alone, in pairs and in groups, and as members of a team.

Children work in pairs, groups of varying size and small teams. They plan, perform and evaluate physical activity both alone and in relationship to others, adapting as necessary to the additional demand this creates.

Making judgements

Make simple judgements about their own and others' performance to improve the accuracy, quality and variety of their own performance.

Children progress to make effective use of criteria to improve accuracy, expression, effectiveness and a variety of skills and movements across activities.

Health related exercise

Sustain energetic activity over appropriate periods of time, and demonstrate that they understand what is happening to their bodies during exercise.

Children work comfortably at their own pace across a variety of activities; and why the heart rate increases during exercise due to the need to pump blood containing oxygen to the muscles.

SPECIAL EDUCATIONAL NEEDS

Nationally, about 20 per cent of children may have some form of Special Educational Needs (SEN) at some time during their school careers. Special Educational Needs may range from learning difficulties, such as dyslexia or mild behavioural problems, to those high achieving students who may be considered gifted and talented.

At Runnymede College we acknowledge that a small number of pupils will need additional support and guidance on account of their special educational needs. It is the responsibility of the SEN department, therefore, to liaise with teachers and parents in order to identify, assess and address special educational needs when they arise.

The earlier an educational difficulty is identified and addressed the more probable it is that the specific difficulty will be overcome. It is for this reason that the child's passage through the Junior school is carefully monitored, starting from Nursery all the way through to Year 6. Therefore, a special emphasis is made on liaising with the Early Years and Infant teachers through classroom observation and ongoing assessment of children's progress with teachers.

SEN Policy

The SEN Department has drawn up a policy which is the result of a general consensus on special educational needs at Runnymede and on the roles and responsibilities of management, staff, pupils and parents. It also clearly sets out the procedure to be followed once specific needs have been identified.

Referral

When a teacher or parent shows concern about a particular child a process of referral is followed where the parent or teacher fills in a referral form explaining what the problem is and how it has been addressed up to the present time. According to the nature of the problem, the school psychologist will liaise with both teachers and parents in order to obtain as much information about the child as possible. Assessment of the child may also involve testing to identify specific learning difficulties. When necessary, the child may be referred to outside specialists for further testing and/or treatment.

Individual Education Plans

Once the specific difficulties have been identified the school psychologist will liaise with the classroom teacher in order to develop a common plan of action that will address the child's needs within the classroom context. This common plan of action is called an Individual Educational Plan (IEP). The IEP sets out the main areas of work which the teacher is going to carry out with the specific child. The teacher also specifies the targets s/he hopes to achieve by the end of each term. The child's progress is, therefore, reviewed at the end of each term and new targets and approaches are agreed upon. The child's parents are regularly informed of the progress made and are advised as to how they can best help their child at home.

Screening

Central to the work of the SEN department is the early identification of difficulties. The screening of children starting at the Foundation Stage is crucial for an effective intervention. Screening is carried out through observation, regular meetings with teachers or through formal assessment. A process of intervention and monitoring is activated once difficulties are identified and cases reviewed at the end of each term.

Intervention

Intervention may take place in a variety of ways:-

1. Within the normal classroom context, following the basic school curriculum, with differentiated work appropriate for a child's particular needs which can be taught and monitored by the class teacher.
2. Within the normal classroom context children having similar needs may be placed in small groups which will receive individualised support on specific areas of the curriculum.
3. A child or a small group of children, who have similar needs, may be withdrawn from the classroom to work with the school psychologist or support staff. This work may take the place of some part of the curriculum. Every effort will be made for withdrawal to take place at a time which is not going to interfere with the teaching of any new concept in the classroom. The work will focus directly on the specific skill development necessary to enable the child to have greater access to the curriculum in the future.

4. For children who require a greater provision than the school can provide the SEN department will contact outside agencies for extra support.

The main objective, through this method of intervention, is to help the child overcome his/her difficulties and minimise, as far as possible, the interference which these may have on learning processes. Our purpose, therefore, is to ensure that early identification, assessment and intervention in the Junior School will enable a child to make a smooth transition into the Senior School in later years.