

Year 5 Curriculum Guide

2025-2026

jags

James Allen's Junior School

INTRODUCTION

We would like to take this opportunity to welcome you and your daughter to a new academic year at JAGS Junior School. We very much look forward to working in close partnership with you to ensure your daughter settles happily, enjoys school life and fulfils her potential in Year 5. This booklet has been produced to give you an overview of the curriculum that your daughter will follow over the course of this year.

The children in Year 5 follow a broad curriculum which consists of English, Mathematics, Science, French, History, Geography, Music, Art, Design and Technology, Computing, Religious Education, Physical Education, Swimming and Games.

We believe that young children learn best when they feel secure and valued, when they are challenged yet supported, when challenges are closely matched to potential, and when learning is fun.

We provide a broad curriculum so that the children develop a wide appreciation and understanding of the world. The academic subjects and class work are enhanced by school trips, enrichment activities, visitors to the classes along with events and activities designed to extend and offer learning beyond the traditional subjects.

It is our role as educators to foster in our pupils; growing responsibility, caring attitudes, eagerness to learn, physical, mental and emotional fitness and the ability to cope in tomorrow's competitive and changing world.

It is for these reasons that the education offered, both within the classroom and beyond, has the following aims:

Both in and out of the classroom:

- To celebrate our diverse and inclusive community.
- To champion social awareness and sustainability.
- To empower courage, creativity and compassion in each student.
- To inspire aspirational and authentic lifelong learners and leaders.
- To nurture respectful, resilient and kind individuals.

As pupils' progress through the Prep School they are encouraged to develop their growing independence so that that they are confident, resilient and ready to embrace the next part of their learning journey.

Please remember that you can contact me or any member of staff if you have questions regarding your daughter's education.

With warm wishes,

Mr Rhys Johnston Deputy Head Academic

CONTACTING TEACHERS

Teachers can be contacted via email using the following format firstname.surname@jags.org.uk, a message can be written in your daughter's home learning planner or email the office prep@jags.org.uk.

HOME LEARNING

The aim of home learning is to encourage our children to work independently and adopt good working habits when they are out of the classroom. Home learning is intended to reinforce or consolidate what your child has learnt in class or give them the opportunity to attempt something independently. The greatest support that you can give your child is to provide a quiet place to work, free from distraction, with encouragement to do their best.

If your child is getting frustrated or overwhelmed with the task set, then please put a note in her home learning planner and her teacher will follow this up at school.

HOLIDAY HOME LEARNING

Home Learning tasks are set on a Friday before a half-term break. In Year 6, practice papers or revision tasks may be set in preparation for Y6 during the summer holidays.

ASSESSMENT

The purpose of assessment is:

To provide staff, children and parents with information about individual progress

- To monitor and evaluate the progress that children make in all subjects
- To identify the strengths and weaknesses in learning
- To inform curriculum planning

Following a formal assessment, your daughter's teacher will provide her with feedback, outlining her strengths and next steps to ensure continued progress. This, along with ongoing discussions through teacher feedback, provides a clear picture of her learning and is more useful than merely a mark or score and will form the basis of her twice-yearly written reports.

During the school year there is also the opportunity for parents to attend Parent's Evenings. You then have the opportunity to meet your child's subject and Form teachers and to discuss your daughter's progress and attainment in greater depth.

FEEDBACK AND MARKING

We believe that three principles underpin effective feedback and marking; it should be meaningful, manageable and motivating, while providing constructive feedback to every child, focusing on success and improvement against learning objectives, success criteria and ability.

Feedback helps children to become reflective learners and gives them strategies to evaluate and improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and that informs and influences our planning and enhances children's learning.

All work should be marked within a week of completion. On-going work or project work is monitored by the teacher setting the task and children are given clear guidelines about requirements and 'check-in' points so that they are managing their time effectively.

'Assessment for Learning' is used wherever appropriate. Pupils are encouraged to look at the detail of the marking, and the comments made; 'WWW' = what went well, or 'EBI' = even better if.

Challenge or extension activities are indicated with the title 'Challenge' written in the child's book.

CURRICULUM INFORMATION

ENGLISH

The English Curriculum is based on the Key Stage 2 National Curriculum requirements and the 11+ entry requirements. The curriculum is presented in a lively and stimulating way and our aim is to extend each child's potential in all areas of the subject.

Year 5 pupils by the end of the year should be able to:

- Participate as speakers and listeners in a group discussion or activity.
- Read aloud expressively, fluently and confidently from a range of familiar literature.
- Read silently with sustained concentration.
- Find books in the School Library by using the classification system, use reference books and dictionaries.
- Produce various pieces of writing which are thoughtfully structured with accurate use of sentence punctuation.
- Write stories which have an opening, a setting, characters, a series of events and a resolution and which engage the interest of the reader.
- Write descriptive essays.
- Produce other kinds of writing for different purposes (e.g. letters, directions, instructions).
- Use paragraphs, understand nouns, adjectives, verbs, adverbs, speech marks and apostrophes.
- Begin to understand the parts of speech and identify them within sentences.
- Answer comprehension questions in full sentences. Interpret texts using inference and deduction and be able to support their answer using quotations from the passage.
- Do timed essays and comprehension passages in preparation for 11+ exams.
- Spell correctly in the course of writing, particularly words which follow patterns in English.
- Present work neatly and produce fluent joined-up writing.



DRAMA

All girls have a weekly drama lesson. The lessons are designed to enhance the girls' confidence throughout their four years and teach them acting skills which culminate in the Year 6 play. The girls watch and assess each other's work and are asked to offer constructive feedback to their peers. Lessons are designed to be practical and fun.

Topics and skills covered include:

- Drama strategies and games: unite pupils and foster positive group dynamics.
- Team games: promoting group work.
- Observational skills and improvisation.
- Memory work: using poems and scripts.
- Developing facial expression and physical gesture as a form of communication.
- Character work: exploring a variety of ways to create characters, including inventing character histories.
- Script work: writing and learning scripts.
- An introduction to Shakespeare in an active and age appropriate way.
- An introduction into key theatrical genres, such as melodrama.

SPEECH & DRAMA

(£ Optional Extra)

- To encourage self-confidence in the use of the spoken word. Girls are taught in a small group by a drama specialist.
- Speech and projection exercises.
- Oral presentations: solo. Children are encouraged to speak freely in an unscripted manner, always with the help of visual aids.
- Rhythmic speech and vocal freedom explored through poetry and drama.
- Discussion of vocabulary and verbal dynamics practised in poetry and drama.
- Scripted pieces from literature.
- Improvisation to promote imaginative ideas and vocal freedom
- Pupils read aloud from a favourite book and further develop the skills of inflexion, phrasing and fluency together with the use of sustained, confident eye contact to fully share with their listeners.
- All pupils are entered for the Entry Level Entry 3 English Speaking Board examination in June. Preparation for this examination takes place in the Spring and Summer Terms.

MATHEMATICS

The Mathematics Curriculum is in alignment with Key Stage 2 National Curriculum requirements and is based around the White Rose schemes of learning. We cover the Y6 topics on Place Value and Four Operations and the rest of the topics are taught at Y5 level, with extension provided as appropriate. Throughout our learning we use concrete resources and pictorial examples to build a deeper understanding of the concepts for all pupils, which they can then relate to the abstract formal methods. We aim to provide girls with a sound foundation of the concepts taught, from which we use problem-solving and investigations to develop and extend their skills and understanding.

Place Value

- Numbers to ten millions

- Compare and order any number
- Round any number
- Negative numbers

4 Operations

- Add and subtract whole numbers
- Multiply up to a 4-digit number by 1-digit
- Short division
- Long division
- Common factors
- Common multiples
- Primes
- Squares, cubes and their roots
- Order of operations
- Mental calculations and estimation

Fractions

- Equivalent fractions
- Improper fractions to mixed numbers and vice versa
- Number sequences involving fractions
- Compare and order fractions
- Add and subtract fractions and mixed numbers
- Multiply fractions and mixed numbers by an integer
- Fraction of an amount
- Subtract 2 fractions
- Subtract from whole amounts
- Calculate fractions of a quantity
- Tenths and hundredths - on a place value grid, on a number line and write as decimals
- Divide 1-digit numbers by 10 and 2-digit numbers by 10 and 100
- Make a whole
- Write, compare, order and round decimals
- Halves and quarters

Decimals

- Understand, order and compare decimals up to 3 decimal places
- Rounding decimals
- Adding and subtracting decimals
- Decimal sequences
- Multiplying and dividing decimals by 10, 100 and 1,000

Geometry

- Measuring angles in degrees with a protractor
- Drawing lines and angles accurately
- Calculating angles on a straight line
- Calculating angles around a point
- Vertically opposite angles
- Angles in a triangle
- Angles in special quadrilaterals
- Calculating lengths and angles in shapes
- Regular and irregular polygons
- Reasoning about 3-D shapes

- Draw accurate nets of cubes and cuboids
- Drawing on isometric paper
- Line symmetry
- Rotational symmetry
- Coordinates in the first quadrant
- Reflection
- Translation

Measurement

- Measure and calculate perimeter
- Area of rectangles and compound shapes
- Area of irregular shapes
- Metric units
- Imperial units
- Converting units of time
- Timetables
- Compare and estimate volume
- Estimate capacity

Statistics

- Line graphs – read, interpret, draw and solve problems
- Read and interpret tables
- Two-way tables
- Timetables
- Averages and Range



SCIENCE

The Science Curriculum covers the three disciplines of biology, chemistry and physics, as well as including many opportunities to develop practical and enquiry skills. Lessons take place in a fully equipped science classroom, where pupils are able to gain plenty of hands-on experience with a range of scientific equipment. The Year 5 girls have two one-hour lessons each week.

Working Scientifically (ongoing skills that are taught throughout the topics listed below)

- Planning different types of scientific enquiry to answer questions
- Making observations and taking measurements with accuracy and precision
- Recording and presenting data
- Presenting scientific information as labelled diagrams, classification keys, tables, scatter graphs, bar and line graphs.
- Reporting on findings from enquiries verbally and in writing
- Using results to draw conclusions, identify and explain causal relationships
- Describing the degree of trust in the results of an investigation
- Using results to make predictions to set up further comparative and fair tests
- Identifying scientific evidence that has been used to support or refute ideas or arguments

Life Cycles

- The life cycle of a plant
- The differences between the lifecycles of mammals, birds, amphibians and insects
- The main stages of the human life cycle
- The changes during puberty
- The process of reproduction in some plants and animals

Properties of Materials

- Compare and group materials based on their properties
- Test the properties of materials
- Give reasons for the uses of everyday materials
- Dissolving, solutions and how to recover solutes.
- Separating mixtures

Earth and Space

- The Solar system
- The shape, size and movement of the Earth and Moon
- The phases of the Moon
- Why we have day and night
- How the position of the Sun appears to change during the day

Forces

- Measuring forces
- Forces acting on a falling object
- The effects of air resistance, water resistance and friction
- How mechanisms such as pulleys, levers and gears can allow a smaller force to have a greater effect

COMPUTING

Computing is taught in our state-of-the-art Computing Suite. The Year 5 girls have a one-hour lesson each week, taught in whole classes. There are opportunities to use a variety of educational software as well as Digital SLR cameras, Web page creators, floor robots/Spheros, Crumbles, VR headsets, iPads and AI graphics creation. With the introduction of the new digital strategy some of the ICT/Computing skills will be used and taught within other subjects using pupil assigned iPads and laptops.

Topics

- Creating publisher documents
- Creating webpages
- Robotics
- Coding with Scratch, and Crumble
- Video creation and editing
- Exploring virtual reality
- Understanding AI
- Internet Safety

Key skills

- General ICT Skills
- Digital literacy
- Planning and design
- Creating and debugging algorithms
- Coding
- Sensing and logging
- Games Makers

HUMANITIES

HISTORY

History is taught chronologically, encouraging the girls' understanding of the sweep of time. In year 5 we work on developing the skills of questioning, research, and analysing evidence in a logical manner. These are all things which encourage the girls to look at the world around them with sensitive interest. By the end of Year 5, the girls can carry out independent research using a range of primary and secondary sources.

Topics taught include:

- The Mayans
- The Changing Role of Women

Key Skills include:

- Ongoing development of skills of historical enquiry.
- Use of empathic writing used throughout topics.
- Examining evidence
- Skills of historical enquiry further developed.
- Children carrying out more independent research as year progresses.

GEOGRAPHY

Topics covered:

- Extreme Earth - Mountains, volcanoes and earthquakes
- South America, Brazil and The Amazon rainforest

Key Skills include:

- Ask geographical questions.
- Collect, record and analyse evidence.
- Use a wide range of specific geographical vocabulary.
- Use appropriate fieldwork techniques.
- Use a range of secondary sources of evidence.
- Use atlases, globes, and maps and digital maps.
- Use and make maps at a range of scales.
- Use 4 and 6 figure grid references, keys and scale.
- Understand lines of latitude and longitude

FRENCH

French immersion carries on in Year 5, following the teaching and learning style of Year 3 and Year 4. French is taught in half classes.

We follow the course *Sésame*, which prepares for the Diplôme d'études en langue française or Diploma in French Studies – DELF Prim. This is supplemented by other textbooks, interactive software, audio and video materials. The French teaching room is equipped with an interactive whiteboard. Extensive use of iPads allows the girls to enhance their learning experience.

A wide range of topics are covered during the year and French is used as the medium of communication during lessons and around school. Girls are encouraged to respond in French only, by asking key questions.

The emphasis is on developing confidence and good pronunciation by means of the acquisition of new skills (mainly problem solving and critical thinking), structures and vocabulary and on the enjoyment of the language through the use of the computer, interactive whiteboard, games, songs, stories, poems, videos, role play etc...



MUSIC

Music is taught very much as a practical subject, with activities consisting of performing, composing, listening and appraising. Each pupil has two lessons per week, one with the whole class and one as part of a half-group.

Topics

Autumn Term

- Ostinatos, improvisation, and melody writing using the pentatonic scale
- Harvest and Christmas songs

Spring Term

- Playing the 12-bar blues on guitar
- Steel Pans

Summer Term

- Introduction to Songwriting
- Chord progressions

SPORT

Each week the pupils enjoy one 60-minute lesson of Physical Education (PE) and one 60-minute lesson of Games using the extensive facilities at the Prep and JAGS Sports Club. For swimming they have a 60-minute lesson every two weeks at the JAGS Sports Club pool. There are many further opportunities for pupils to take part in sport at the Prep through the squads, clubs and fixtures programme.

PE Lessons

In PE lessons the pupils are challenged to develop their Fundamental Movement Skills (FMS) which can be grouped into three main areas; locomotion, stability and object control and these form the basis for all sports and physical activities. They learn about how the body works in relation to physical activity and learn leadership skills and apply them in small group situations. The pupils will experience a variety of racquet sports such as badminton and tennis; basketball and other activities which aim to diversify their skills across a range of physical activities. It is also in these PE lessons where the pupils experience gymnastics and dance and in the Summer Term they participate in a variety of disciplines in athletics in preparation for Sports Day. In addition to FMS these activities develop the pupils' coordination, body control, flexibility, creativity, striving for personal bests and confidence to perform in front of their peers.

Games Lessons

In their Games lessons pupils learn traditional sports of football and netball in the Autumn Term and hockey in the Spring Term. In the Summer Term pupils take part in cricket. There are many competitive opportunities in these sports, such as open events, Interhouse, collaborative sessions and fixtures with other schools. Games lessons develop the pupils' understanding of rules, teamwork, communication and collaboration skills.

Swimming

Pupils swim every term and continue to develop techniques for front crawl, backstroke, breaststroke, diving and develop butterfly. Pupils learn how to increase their endurance for swimming and work towards swimming awards. In Y5 pupils learn personal survival skills and elements of water polo.

Clubs & Squads

Information for these can be found in the Sport at JAGS Junior document

Inter-House Events

All pupils in the Prep participate in Inter-House Events across the year. These include:

Autumn Term: Netball & Football

Spring Term: Swimming

Summer Term: Cricket & Sports Day

ART

All girls have one double lesson a week, in half classes in the specialist, Art room. They work through a series of linked activities within larger projects, carefully designed to stimulate and ensure success and enjoyment. Some activities respond to current events or exhibitions and some repeat from year to year. However, they all fall within a rolling annual framework which targets specific fields of Art, Craft and Design, and builds progressively upon skills and techniques. The girls make regular use of a sketchbook in which to record, develop and evaluate their own work and to appreciate and comment on the work of artists, craftspeople and

designers. Towards the end of the year the girls organise their work in a portfolio, which they add to in Year 6.



DESIGN & TECHNOLOGY

All girls have one double lesson per week, in half classes, within a specialist DT workshop. Design and Technology lessons are geared towards providing stimulating and challenging tasks that will prepare the student for a lifetime of learning, exploring and problem solving. Pupils learn to think and intervene creatively to improve quality of life. They learn to explore values and attitudes to their made world; critically analyzing how we live, work and interact within it. This process encourages them to become independent and creative problem solvers, as individuals and members of a team.

The formative years of Design and Technology emphasises developing practical design and make skills, helping students gain confidence in their own creativity. Students develop knowledge and understanding of materials and components; systems and control; and structures. They learn to combine practical skills with an understanding of aesthetics, function, industrial practices and social and environmental issues. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through this all students can become discriminating and informed users and innovators of products.

As they progress, they will then able to tackle increasingly complex problems and tasks involving a variety of media and processes from the more traditional materials through to electronics and computer-aided design and manufacture. Pupils learn to look for needs, wants and opportunities and then respond to them by developing a range of ideas and making products and systems. They develop a critical understanding of technological processes, products and their manufacture, and how they contribute to our society. Involvement with industry and participation in competitions is strongly encouraged, all in endeavour to prepare pupils for making significant and worthwhile contribution to life and work in a technological society.

PSHCE (PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION)

This year we have further developed our PSHCE curriculum to make it bespoke to our school community and pupils. Largely, we work from PSHE Association's Programme of Study. This programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; relationships; and living in the Wider World) across the school year, with three topics per half-term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year. It also strengthens our links with the Senior School who also work with the PSHE Association curriculum.

PSHCE is taught by form teachers in Years 3, 4 and 5, and by the Deputy Head Pastoral in Year 6. Our PSHE curriculum is further enriched through teaching and learning centred around our Bee Brilliant pastoral programme, our assembly programme, an abundance of leadership opportunities, a wide range of pupil workshops and two form times each week.

RELATIONSHIPS AND SEX EDUCATION

Relationships and Sex Education is taught to the Year 5s in the second half of the academic year by the Deputy Head Pastoral and our school nurse team and includes:

- Puberty
- Relationships

RIGHTS RESPECTING SCHOOLS

This year, we will be launching the Rights Respecting Schools Award across the Junior School in both the Prep and Pre-Prep settings. The UK Committee for UNICEF (UNICEF UK) works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured, and they are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

The award essentially puts children's rights at the heart of school life with a focus on wellbeing, participation, relationships and self-esteem. During PSHCE and Form Time, we will learn about the UN Convention of a Child through age-appropriate activities. We aim to achieve the Bronze Award by end of Autumn term/early Spring and be well on our way to achieving Silver by the end of the academic year.

We are excited to engage students, teachers and support staff, parents and governors in the award, and look forward to sharing our journey with this.'

RELIGIOUS EDUCATION

Religious Education is the study of humans' systems of faith and worship around the world and over time. We explore this infinitely rich area to develop spiritual, moral and cultural knowledge and awareness. Religious Education helps the pupils to develop an understanding and an openness towards others and difference amongst people, thus also helping them to place themselves within this evolving human story. Throughout the year the pupils will acknowledge various religious festivals, look at features across major religions and recognise some of the religious threads woven into our everyday lives.

In Year 5, we focus on the Vedic religions - primarily Hinduism - and move on to Buddhism to follow. We note deep roots and some key stories as well as the current and present practice of these religions around us every day.

This year we will be introducing ethics and philosophy in RE lessons.

Autumn Term

Hinduism

Spring Term

Buddhism

Summer Term

Belief in our Community



James Allen's Girls' School

Ages 4-18

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