Friday 5th October 2018

Dear Year 5 Parents/Carers,

At HBJ, we believe that effective education is achieved through a positive partnership between home and school. We are writing to you with exciting news about our new ‘EPIC’ curriculum model, so you have information that can be used to further support your child with their learning.

**What do we mean by 'EPIC' curriculum?**

**E**vidence-led & Enquiry based

**P**ersonalised

**I**rresistible

**C**onnected

Months of careful research, brainstorming and consultation were needed to choose the right model that we believe will allow us to get the very best from our teachers and learners. This new way of working will give children the knowledge, understanding, skills and attitudes to succeed and exceed at our school and beyond. We passionately believe that we are at the start of something very exciting and that it has the power to drive forward our children's love of learning!

**How it works:**  
Each year group covers five themed units throughout the course of the year. There is an additional unit that is studied by the whole school, which is usually spread out across the year and takes place at the beginning of each term and at times of celebration.

The units of inquiry all contain the following aspects:  
  
1) A central idea (a statement that will be investigated, confirmed or challenged that sits at the centre of the inquiry)  
2) Lines of inquiry (a series of three or four questions that will serve to lead the inquiry)  
3) Focus curriculum areas

Here are some of the ways you can help at home:

* At the start of a theme ask your child what they already know about it.
* Ask them for their response to the central idea statement and ask why they think  
  that.
* During the time that the theme is studied, keep asking your child what they have learned - this is key. By encouraging your child to recall their learning they will be forced to access it, leading to better understanding and remembering.
* If you get the opportunity, give some input into the theme. This might be sharing what you know, visiting a museum, watching something on the television or internet about the topic or taking a trip to a specific place linked to the topic.
* Please encourage them to ask questions and consider the topic in its broadest sense.
* At the end of the theme ask your child to summarise what they have learned and respond again to the central idea statement.

Here are the details of the unit of inquiry that your child is currently studying:

|  |  |  |
| --- | --- | --- |
| **Central Idea:** | This is how we survive! | |
| **Focus curriculum area:** | Geography and Science | |
| **Lines of enquiry:** | How do people survive in different locations?  Do animal lives matter?  What is a healthy lifestyle? | |
| **Art**  Observational Art – Food  • Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.  • Develop and share ideas in a sketchbook and in finished products.  • Improve mastery of techniques. | **Computing**  Children will go to the park and take photographs of leaves and other items to lead into the next theme’s art work. | **Design Technology**  Creating healthy meals  • Understand and apply the principles of a healthy and varied diet. |
| **Geography**  Extreme survival locations  Describe and understand:   * The distribution of natural resources including energy, food, minerals and water. * Locate geographical zones of the world. * Understand geographical similarities and differences through the study of human and physical geography   including: climate zones, biomes.  Skills  Use maps, atlases, globes and digital/computer mapping to locate countries. | **History**  Although skills are not specifically addressed, we will be covering historical content linked to past survivors e.g. Scott of the Antarctic. | **Maths – Key progress indicators (KPIs)**   * Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). * Add and subtract numbers mentally with increasingly large numbers (example, 12,462 – 2300 = 10,162) * Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. * Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. * Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. * Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100,000. |
| **MFL**  In French  • Speak  • Read  • Write | **Music**  Percussion Project (J7 only this term)  • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.  • Improvise and compose music using the inter-related dimensions of music separately and in combination. | **P.E.**  Sport’s Hall Athletics  Fencing |
| **PSHCE**  How can we use the ‘Secrets of Success’ to become successful learners.  The role of short and long term memory in learning.  Discuss and learn techniques to improve in the eight areas of ‘success’.  • Study role models who have achieved success.  • Study those who have lost success and relate this to the eight areas of ‘success’. | **Reading**  Using and applying the key reading strategies taught within Hunter’s Bar Junior School.  Children will spend one week reading poetry each half term during reading for pleasure time. | **R.E.**  As per Sheffield Syllabus.  What is expected of a person following a religion or a belief? Christianity |
| **Science**  How we Survive   * Look at the human circulatory system * Keeping warm * Healthy diets | **Writing**  Explanation  The children will designed and implement a High Intensity Interval Training (HIIT) regime.  Survival Narrative  The children will plan, write and publish a story of Arctic Survival.  Instruction  Children will write a recipe for a healthy meal.  Discussion  Children will write a balanced argument on animal rights and welfare.  Rap  Science rap | **Enrichment**  Visitors  Pest control/ RSPCA  Y5 percussion project  Trips  Trips to the park for Andy Goldsworthy research/ photography.  Polar Explorer project |

If you have any questions about our fantastic new curriculum, please contact your child's class teacher, Mr Watson or Mrs Hersey and they will be delighted to discuss it with you. Please remember to check in with our school website regularly to keep

up to date on what is happening in their year group and what is coming up.