



Great Bradfords
Junior School

Year 5

Parent/Carers

Curriculum Afternoon





Great Bradfords
Junior School

Here is the Year 5 teaching team:



From left to right:

Miss Radomska, Mr Cleary, Mrs Drake and Mrs Patrick





Our Year 5 learning support team:

Mrs Penman, Madame Saunders, Mrs Rice, Mrs Page, Mrs Lynch



Great Bradfords
Junior School

Our Year 5 curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History		Art	DT	Citizenship and Geography	
<p>Subject: History</p> <p>Enquiry Question: How have invaders influenced Britain?</p> <p>Concepts: Significance, Reform, Virtue, Morality</p> <p>End outcome: After learning all about the Anglo-Saxons and Vikings, the children will write a non-chronological report to answer the enquiry question: How have invaders influenced Britain?</p>	<p>Subject: History</p> <p>Enquiry Question: Who was the most influential ruler of England?</p> <p>Concepts: Significance, Reform, Virtue, Morality</p> <p>End outcome: The Great Class Debate</p> <p>The children will write scripts for a class assembly to debate who was the most influential monarch: King Alfred the Great or Queen Elizabeth II?</p>	<p>Subject: Art</p> <p>Enquiry Question: What colour is space?</p> <p>Concepts: Subjectivity, Creativity, Individuality</p> <p>End outcome: The children's artwork will be displayed in a gallery in our school hall.</p>	<p>Subject: D & T</p> <p>Enquiry Question: How do we solve problems using design?</p> <p>Concepts: Progress, Innovation, Tenacity</p> <p>End outcomes: The children will design and create a scaled drawing of a cow shed.</p> <p>The children will design, make and evaluate a crane mechanism.</p>	<p>Subject: Citizenship (Local)/ D&T/Geography</p> <p>Enquiry Question: Hunger: what does this truly mean?</p> <p>Concepts: Poverty, Hunger, Crisis, Charity</p> <p>End outcomes: The children will create a leaflet promoting the Braintree foodbank, explaining their purpose and how the public can donate.</p>	<p>Subject: Citizenship (Global)/ Geography</p> <p>Enquiry Question: What is the true price of fashion?</p> <p>Concepts: Sustainability, Consumerism, Globalism</p> <p>End outcome: The children will write a formal email to a major clothing retailer to highlight the negative impact of fast fashion and to persuade them to take action.</p>



How have invaders influenced Britain?

Project Outcome:

This term, the children will become historians and learn about the Anglo-Saxons, the Vikings and how their invasions have influenced Britain. From analysing primary and secondary sources, visiting an Anglo-Saxon village and museum and researching this era, the children will be asked to answer our big question:

How have invaders influenced Britain?

Visit:

West Stow Anglo-Saxon Village

Tuesday 17th September



Concepts: Significance, Virtue, Reform, Morality





Who was the most influential ruler of England?

This half term, the children will continue to be historians and will begin by exploring the timeline of the monarchy from AD 800 up until present day.

Project Outcome:

From analysing more historical sources and conducting their own research, the children will plan, write and perform a class debate comparing two significant monarchs and discussing the big question:

Who was the most influential ruler of England?

Class Assemblies:

5D – Monday 9th December (9am)

5C – Tuesday 10th December (9am)

5R – Thursday 12th December (9am)

Concepts: Significance, Virtue, Reform, Morality

What colour is space?



This half term, the children will become artists, exploring the formal elements of colour, line and tone, developing their abstract art and printing techniques whilst looking at perspective. They will use the incredible rocket paintings by Peter Thorpe to inspire them whilst designing and creating their own final space art masterpiece to be displayed in our incredible gallery.



Visitor:

Art specialist from Alec Hunter

Virtual contact:

Peter Thorpe



Final Outcome:

Year 5's Space Art Gallery



Date: Friday 14th February 2025

Concepts:

Subjectivity
Creativity
Individuality



How do we solve problems using design?

Our design and technology project focuses on British farming. After being introduced to the world of farming by our expert, the children will create a scaled drawing of cow barn to improve cattle health and living conditions whilst following a given specification and farming regulations.

Furthermore, using their knowledge of mechanisms and structures, the children will be designing, making and evaluating a crane prototype to solve a farmer's problem.

Concepts: innovation, progress, tenacity

Expert and visitor:

Farmer Kiley from Boydells Farm
(Visit date to be confirmed)



Hunger: What does this truly mean?

Project Outcome:

After learning about and visiting our local foodbank, the children will design and create a persuasive leaflet. They will visit Braintree town centre to hand out their leaflets and promote donating to Braintree Area Foodbank alongside setting up a 'Donation Station' at school.

Furthermore, the children will take part in:

Great Bradfords Soup Off

They will research and design a recipe for a soup. Whilst learning about seasonality and the skills of cooking, they will evaluate and adapt their recipes, ready to be put in front of a panel of judges to see if their soup can win the contest.

Visits to Braintree Foodbank:

5D -

5C -

5R -





What is the true price of fashion?

Our Project:

Have you ever wondered where your clothes come from? And what does that mean for our society and our planet?

As geographers, we will be tracking the journey of our clothes from field to factory to wardrobe. The children will learn about the physical geography of the world and how humans have made trade routes across our rivers and seas. They will research the fashion industry from a global citizenship perspective, discovering the negative impact fast fashion is having on our world, making comparisons between our country and the third world.

Outcome:

The children will write and send an e-mail to major retailers and designers, persuading them to make positive changes to their businesses to prevent the devastating and harmful effects fast fashion and produce clothing in a more sustainable way.

Visitor:

Expert from Water Aid charity
Date: TBC

The WaterAid logo, featuring a blue water drop icon followed by the text "WaterAid" in a bold, blue, sans-serif font.

Concepts: Sustainability, Consumerism, Globalism



Trips and visitors for the year:

Autumn Term 1 – West Stow Anglo-Saxon Village (17th September)

Spring Term 1 – Printing expert, Dominika Dekar, from Alec Hunter

Spring Term 2 – Visit from a Farmer Kylie

Summer Term 1 – Visit to Braintree Area Foodbank

Summer Term 2 – Talk with a charity leader from Water Aid



Passwords and logins they'll need:



Great Bradfords
Junior School



Homework expectations



Reading:

All year groups: all children are expected to read, either aloud to an adult or independently, 5 times per week, for 20 minutes and record this in their homework book or reading record.

Times Table Rock Stars:

All year groups: 20 minutes once per week **or** achieve 500 points per week.

Emile:

In upper school, one 20-minute session per week.

Century nuggets:

These will be varied depending on year group focus (maths, reading, spelling/grammar or science)



Year 3	Year 4	Year 5	Year 6
1 nugget	2 nuggets	3 nuggets	4 nuggets

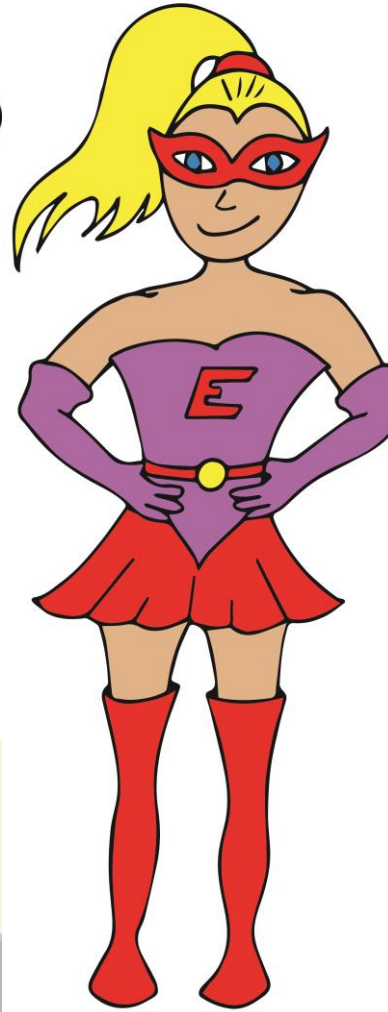


Our learning behaviours

Enthusiastic
Eddie



Engagement
Emily



Independent
Ivan

Resilient Rose



Perseverance
Primrose





Great Bradfords
Junior School

Positive Behaviour policy

Be Safe; Be Kind, Be Responsible



Expected Behaviours

- Looking at the person who is talking
- Listening to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Concentrating on work
- Sharing ideas, asking and answering questions
- Holding doors open
- Having a reading book in school
- Handing in homework, and Reading Record if appropriate, on time
- Looking after school equipment
- Keeping the classroom tidy
- Using manners
- Ignoring the distractions of others
- Accepting learning challenges
- Being respectful
- Being polite, saying please and thank you

I'm ready to learn!



Stop, think and change



Our behaviour policy is on our website.

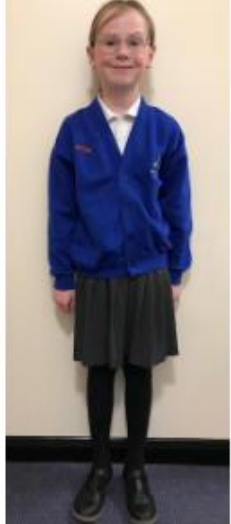
Restore and Repair



Uniform:

All information can be found on the school website.

- Royal blue sweatshirt or cardigan with white polo shirt;
- Grey or black trousers/skirts;
- Blue and white summer dresses for girls;
- Black or white socks;
- Black shoes or black trainers – no boots or trainers of any other colour;



Girl's uniform

Boy's uniform

P.E. kit



- House colour T shirt
- Loose-fitting black shorts (not cycling shorts)
- Black or white socks
- Black jogging bottoms (not leggings)
- Black sweatshirt for winter (no logos)
- Black or white trainers.



Swimming:

Start in the Autumn term – Wednesday 25th September – Wednesday 4th December 2024

Cost will be on ParentPay.

It is a statutory requirement that all children can swim 25m by the time they leave primary school. Therefore, your child will be expected to go to these sessions.

If your child has already achieved a certificate to prove they can swim 25m or further, they will not need to attend these sessions. They will remain in school and take part in a P.E. lesson.

Please bring proof of your child's ability (certificate) to the office.



Other important equipment needed for the school day:

- A labelled, reusable, basic water bottle (**water only** - **no juice**).
- A snack for breaktime (preferably fruit or vegetables) if desired.
- A small pencil case containing a pencil, blue biro pen, ruler and rubber. (This will need to fit into their tray so cannot be too large!)
- Reading Book and Homework Book (these are provided by the school but need to be brought in every day).



Contacting the school

All initial enquiries/queries to go through the admin or finance team via admin@gbjs.co.uk or finance@gbjs.co.uk or 01376 326739

Administration/
Finance

Your enquiry/queries will be passed to the class teacher in the first instance.

Class teacher

If necessary, the class teacher will pass your enquiry on to the SENDCo or Deputy Headteacher.

SENDCo

Deputy
Headteacher

The Headteacher will support when all other lines of enquiry have been followed.

Headteacher



Great Bradfords
Junior School

