

PARENTS HANDBOOK

Year 5

2008- 2009

General Information

General Prep School Matters

From Year 3 through to the end of Year 6 children are placed in mixed ability classes. During these years the building blocks of education are continuing to come together on the solid foundations built in Chestnut. The mixed ability nature of these classes allow children to continue to develop without the pressure of a label. Those for whom academic work is a strength will continue to be pushed to ensure that they make excellent progress whilst those who need a little more support will also be challenged so that they too make similar progress. Teachers across the year group will plan together. This not only helps to share ideas about best practice amongst the teachers but also ensures that all children are covering the same curriculum.

In these important formative years children will flourish because of the expectations made upon them rather than on the pressure of feeling that one is failing because one is 'bottom set' or because one can't keep up in the 'top set'. These are expressions heard in the past from children and sometimes from parents. They are not terms that Hazelwood uses.

Once your children reach Year 7 the fundamental learning blocks will normally be in place. All children will continue with a broad curriculum, satisfying the needs of the national curriculum and more. Whilst the curriculum is essentially the same, the children will have different needs. Where possible, therefore, years 7 and 8 will be streamed to take in these differences. At all times our aim will be to help your children prepare for transfer to their Senior Schools

Children will always be competitive but this needs to be in a healthy fashion. The very best form of competition is that which is against oneself as an individual as that is something one can control. Setting personal targets, working hard to achieve success and being able to measure that progress is the child's input into helping maximise potential. With this in mind Form Tutors will assist children formulate three targets for each term.

Teachers play their part by providing stimulating challenges, motivating children and ensuring that progress is made. Parents also have a role to play and we would urge you to continue to be involved in your child's education, as we know you already are.

At the end of Year 6 some children, and at the end of Year 8 all children will opt to enter Senior Schools by various different entry methods. Hazelwood prides itself on preparing children for their next school and whilst we hope that what we offer in terms of confidence building and self-esteem boosting in Years 7 and 8 is very attractive to you, we do also recognise that some choose to move at 11+.

Whatever your choice we wish to help make it a successful one. The timetable allows for plenty of mathematics and English teaching; the mainstays of all entrance tests. Children are made familiar with non-verbal reasoning and verbal reasoning papers and finally, we will also offer the children sitting 11+ and 13 + exams, interview practice so that this too will be an area of strength for them.

Forms

There are three mixed ability forms in year 5. The form teachers and form locations are:

Form	Form Tutor	Form Room
5B	Mr B Brownless	DT Room
5H	Mrs C Hardgrave	English 2
5M	Mrs C McGivern	Art Room

Subjects

The following subjects are taught: English, Mathematics, Science (Biology, Chemistry and Physics), French, Latin, History, Geography, Religious Studies, Information Technology, Art, Design Technology, Music, Drama and Physical Education. In order to enhance their learning, pupils may be advised to take lessons with teachers in the Learning Support Department. Any such lessons will be discussed individually with parents in advance.

Mathematics Sets

Children will be placed into either set C (Core curriculum), EC (Core curriculum with some extension) or set E (Extension) in Mathematics. All children will cover the same content of the curriculum. The extension sets may cover topics or concepts in greater depth. Where a move during the year across sets is proposed parents will be notified before finalising any decision.

Preps

Each prep slot is 20 minutes. There are two preps set on Monday to Friday but with none set on Wednesday. Where possible children will normally be given at least two nights to complete each prep in order that they may be fitted around any outside commitments. **Each child has a prep diary in which details of the work set should be recorded. We would be grateful if you could sign this on a daily basis, as it will aid communication, and help to refine the prep system.** If children stay for Tea and Prep they should be able to complete most of their prep at school. If any problems arise regarding homework please do contact the subject teacher concerned, or the Form teacher or Director of Studies.

School Examinations

There will be one set of examinations this year. The dates are: June 1st - June 4th 2009

All examinations are important and we are obviously keen that pupils do well but they are however, only one of many forms of assessment used by the school. Subject teachers will give pupils guidance, on what, and how, to revise. They will also receive an examination timetable about two weeks before the exams begin.

Parents' Evenings

The Year 5 Parents' evenings are in the Spring Term, please check the Calendar for that term for the exact dates. Parents' evenings provide an opportunity for staff and parents to discuss children's progress, identify strengths and weaknesses and talk about any problems. Prior to the parents' evening you will receive a brief report to help discussion when you meet your child's teachers.

Reports

In addition to the pre-parent's evening report, you will receive an abbreviated report at the end of the Autumn Term covering each subject, with recommended targets. At the end of the Summer Term a full written report will be sent. Our aim is that these do not contain any hidden surprises, as you can expect to have been notified by staff about any problems that have arisen during the term.

Grades

Grades for effort are sent out twice per term (dates on calendar). We use a scale of A to E with the following definitions :

- A: excellent presentation; all work completed on time; participates fully in all activities; gets down to work quickly; seeks help when experiencing difficulties.
- B: consistently good presentation; all work completed on time; prepared to ask and answer questions in class.
- C: most or all work in on time; presentation usually neat; sometimes prepared to ask and answer questions in class.
- D: sloppy or careless presentation; more than one late or missing piece of work; little enthusiasm for overcoming difficulties; rarely contributes in class; negative attitude at times
- E: disruptive in class; many late or missing assignments; negative attitude.

With all sets of grades pupils will also receive a numeric grade using the following definitions:

- 1 Working at a level well in advance of National Curriculum expectations.
- 2 Working at, or above, National Curriculum expectations.
- 3 Working at a level in line with National Curriculum expectations.
- 4 Some or all work at a level below National Curriculum expectations.

Equipment

Pupils may use a case to bring books and stationery to school but these must be kept in the allocated area during the day. Pupils should transfer materials from their case to lockers or desks at the beginning of the day. All exercise and textbooks will be provided by the School, but pupils should have the following items of stationery, carried in soft pencil cases

- A fountain pen (blue washable cartridges)
- 2 HB pencils
- Pencil sharpener, with integral waste holder
- Rubber
- 30cm plastic ruler
- Set of coloured pencils
- Geometry set
- Calculator (available through the School)
- Glue stick

Please will you ensure that all equipment is clearly named.

Games

Pupils have games on three days per week, Monday, Tuesday, Wednesday (Triple session or school matches). In addition those pupils in team squads will often be required on a Saturday morning and afternoon for either matches or training sessions. All matches should be published in the school calendar, all children are expected to be available for those dates wherever possible.

For the boys, we operate either Colts fixtures where Yr 5 boys are mixed with Yr 6 boys, or we have separate fixtures as Yr 5 (U10) and Yr 6 (U11) separately. This varies from sport to sport and match to match, but all fixtures are clearly identified in the calendar. There will also be house matches in football and rugby and cricket.

The main sports for the girls will be netball and rounders and a full programme of school matches has been arranged. Matches for swimming, athletics, cross-country and tennis complete the programme. Judo club will continue and extra swimming training is available. Please contact Mr Wiseman if you wish your child to attend these judo or swimming groups. Children will normally bring games and P.E. clothes home on Friday for washing.

Music

We offer a wide range of individual instruction. If you wish your child to start a new instrument please contact Mrs Louw. Please remember that a term's notice must be given if you wish to stop instrumental lessons. Music lessons take place during the normal school day and therefore pupils will miss lessons. The music programme is planned so that children do not miss the same lesson each week. Pupils are expected to arrange to catch up on any work missed and teachers will ensure this can be achieved easily. This process of "rotated extraction" has worked very well for some time. If any problems arise as a result of any pupil taking individual instrumental tuition, please contact Mrs Louw.

Dance

There are classes in a variety of disciplines including ballet, tap and modern. These vary depending on the demand. Please contact the school office for details of current classes.

Contacting Staff

Please feel free to contact staff if there is a problem. If you leave a message with the School office the teacher concerned can ring you at a mutually convenient time. If the problem is with a particular subject then you should speak to the teacher concerned. Form tutors will deal with any pastoral worries. Other staff you may wish to speak with would be Mr Weston (Director of Studies), Mrs Louw (Deputy Head / Director of Music), Mrs Batley (Head of Lower School), Mrs Bankes (Study Support Department) and Mr Wiseman (Director of Sport). Mr McDuff can also be contacted directly if you feel this is more appropriate. All of the above named staff have a voicemail facility and can be contacted via the School Office.

Subject Teachers

The following staff will be teaching Year 5

Subject	Teacher	Lessons per Week
English	Mrs Jenny James	5
Mathematics	Ms Caroline Turk	5
	Mr Diljit Babbra	
	Mrs Clare Hardgrave	
Science	Mr Diljit Babbra	3
	Ms Caroline Turk	
French	Miss Tessa Geerhaert/ Miss Aude Prieur	2
	Miss Julie Doumic	0.5
Latin	Mrs Becky Hunter	1
History	Mr Jonathan Jarvis	2
	Mrs Sara Young	
Geography	Mrs Karen Corfield	2
Religious Studies	Mrs Sue Barnard	1
Information Technology	Mr Ben Brownless	1
Art	Mrs Carolyn McGivern	1.5
Design Technology	Mr Ben Brownless	1
Music	Mrs Lindie Louw/ Mrs Sara Young	1
Drama	Mrs Juliet Housego	1
Physical Education / Games	PE Staff	7

Lessons are 50 minutes in duration.

Daily Routine

Below is the daily routine for the coming year.

Registration	08.30
Assembly - Monday Chapel - Tuesday/Thursday Form Period – Wednesday/Friday	08.40
Lesson 1	08.55 - 09.45
Lesson 2	09.50 - 10.40
Break	10.40 – 11.05
Lesson 3	11.05 – 11.55
Lesson 4	12.00 – 12.50
Lunch	12.50 – 13.45
Registration	13.45 - 13.50
Lesson 5	13.50 - 14.40
Lesson 6	14.45 - 15.35
Lesson 7	15.40 - 14.30
Tea and Prep	16.50 - 17.50

Subject Guide

English

In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils learn to choose and adapt what they say and write in different situations.

We follow the requirements of the National Curriculum and Common Entrance to give our children a firm grounding in language, so that they speak, listen and write confidently, skilfully and with enjoyment.

The skills of **speaking and listening** with confidence are encouraged through discussions, readings, presentations and recordings. Drama is incorporated as an important extension of language work and the range of activities includes, improvisation, scripting and performing plays and responding to performances. Listening comprehension exercises are employed to improve listening and to train auditory memory skills. In Year 5 the children participate in the English Speaking Board's assessment.

Reading is taught and encouraged through a wide variety of methods and the developments of fluency, prediction, understanding and expression is emphasised. Group Reading is undertaken where pupils are given a balanced programme of guided reading from books of graded difficulty, matched to their own independent **reading level that is assessed annually**. As they gain fluency the emphasis shifts to advanced reading at text level. They also read books of their own choice in order to develop interest and independent reading habits. A Recommended Reading List is issued and the children are expected to read at home every night. In addition, set books are used for study within the classrooms.

Comprehension skills are developed by means of structured exercises and through the study of set books.

Attention is given to **language work** and to the correct use of **grammar, punctuation and spelling**. This is developed in conjunction with writing, where pupils are taught to write appropriately and imaginatively in a variety of genres, as well as in specifically structured lessons. In addition, they are taught to use the dictionary, thesaurus and other information sources available in libraries and on computers.

We continue to practice a cursive style of **handwriting** and high standards of presentation are encouraged throughout the school. Word processors are available in the classrooms and are used by the children to draft, edit and present work. **Information and Communication Technology** is incorporated where appropriate in lessons and specific sessions take place in the ICT suite with specialist staff on hand to work alongside the English teacher.

Children with **specific learning difficulties** are taught on a withdrawal basis, once or twice a week, by specialist staff in the Study Support Department, whilst within the classroom individual needs are met by careful differentiation. The needs of the more able pupils are also met by differentiation within the set or year group.

Homework is set to reinforce work covered and to encourage independent study habits. Reading is monitored and the children are expected to read for at least ten minutes at home every day. This is vital to their overall progress, as these skills can only be developed if a daily programme is adhered to.

Mathematics

In year 5 Maths is taught daily in three sets based on ability; the sets are reviewed regularly in the light of children's progress. All sets follow a scheme of work based on the key objectives set out below. Teachers across the year group plan the work in general terms and it is then tailored to the needs of children in each set, by providing either extension or reinforcement of earlier concepts.

In year 5 we aim for children to continue to develop a solid understanding of the key concepts and a positive, questioning attitude. Children use practical and visual resources to support their ability to work at a more abstract level. They work individually, in pairs, small groups or as a whole class on a variety of activities. We particularly value investigative work and discussion, which help them to reason mathematically and think for themselves. As in all year groups, children are encouraged to tackle problems in their own ways at first and to do activities which allow them to discover efficient methods and solutions for themselves. This develops a confident 'can do' attitude towards maths and fosters solid understanding and enjoyment.

The maths curriculum for year 5 continues to emphasise mental methods of calculation but has greater emphasis on establishing reliable written methods and efficient use of the calculator than in previous years. It is expected that knowledge of basic number facts will have been acquired in previous years, and in year 5 children are taught to apply these facts at a higher level to do harder mental calculations. Practising 'little and often' at home is expected. This year we have introduced a reward system to encourage children to learn their number facts. Most year 5 children should be capable of obtaining the Silver or even the Gold level awards. Children are also expected to complete one piece of homework a week; this may be a written task or a game or activity to reinforce or extend class work. It is always very beneficial to the child for parents to encourage them with their homework. 'Probing' questions such as, 'Can you explain how you are doing that? What would you do if...? Is there another way to do it?' are particularly useful in supporting the approach we take at school. Class teachers and the Head of Maths are always happy to explain 'new' methods of calculation to parents.

The following is a list of key objectives applicable to the majority of children in year 5 by the **end of the year**. It will be too demanding for some, in which case, more appropriate objectives will be used.

- Solve multi-step word problems involving whole numbers and decimals, choosing and using appropriate calculation strategies including calculator use.
- Understand what each digit represents in whole numbers and decimals with up to 2 places, round and order these numbers.
- Express a number as a fraction of a larger one and relate fractions to decimals and percentages.
- Add and subtract mentally pairs of two digit numbers including decimals.
- Know multiplication facts to 10×10 , including corresponding division and fraction facts, and use them to derive corresponding facts for multiples of 10 and 100.
- Identify factors and multiples.
- Use the grid method for multiplying HTU \times U and HTU \times TU.
- Use the number line or standard method of dividing HTU by U.
- Use standard method of addition to add decimals up to 2 places.
- Use standard method or counting on to subtract decimals; recognise when the latter is more efficient.

- Read and plot co-ordinates with positive numbers.
- Recognise parallel and perpendicular lines.
- Describe properties of 2D and 3D shapes, particularly symmetry.
- Draw and measure lines to nearest millimetre.
- Construct frequency tables, pictograms, bar and line charts. Find the mode of a set of data.
- Understand timetables using the 24 hour clock.

In order to monitor progress, children take a short test at the end of each half term, and a longer exam at the end of the year. The latter consists of two papers, one of which permits calculators, and a mental test. These tests help to determine achievement grades which are reported to you each term. The tests are also used to diagnose problems and plan future work. The children are encouraged to become aware of their own strengths and weaknesses and thereby to play a part in directing their own learning.

Science

In Year 5 Science will be taught as three separate subjects, Biology, Chemistry and Physics. The programme of study for the National Curriculum will be continued alongside the CE 11+ syllabus. As in previous years, the content of the syllabus will be taught through practical investigative work as much as possible.

Biology

Life processes

Pupils will recognise that there are life processes common to all living things and will study these processes in plants and animals. They should be able to name and locate the positions of some important organs in the human body, and in a flowering plant.

Human Biology

Pupils will identify the main kinds of teeth and their functions. They will understand the importance of dental care and hygiene. They will understand the value of a balanced diet and its components. They will understand a simple model of the heart and circulation, know that the heart acts as a pump, and investigate this by measuring their pulse rate. They will be able to identify the main parts of the human skeleton, and understand its role in providing support, protection and movement. They should understand the harmful effects of tobacco, alcohol and other drugs.

Living things in their environment

Pupils will observe animals and plants in a habitat. Their observations will include adaptations to methods of feeding, movement and protection. They will understand that food chains show feeding relationships, and will place organisms in order in a food chain.

Chemistry

Materials and their properties

Pupils will compare the thermal insulation properties of several materials, and the properties of some materials as electrical conductors. They will recognise the differences between solids, liquids and gases.

Changing materials

Pupils will investigate changes of state caused by heating and cooling. They should read temperatures on a thermometer, and know boiling and freezing points of water. They will relate these changes to their existing knowledge of the water cycle. Pupils will investigate the changes that occur when materials such as wood and wax are burned in air.

Separating materials

Pupils will investigate dissolving, filtering, sieving and evaporation using a variety of substances. They should understand the terms; soluble, insoluble, solute, solvent, solution.

Physics

Electricity

Pupils will construct series circuits involving a variety of components. They will become familiar with how to represent each component in a circuit using symbols.

Forces

Pupils will extend their knowledge of magnets through experiments with magnets and magnetic materials. They will be introduced to the Newton, the unit of force, and use a Newton meter to investigate forces.

Light and Sound

Pupils will observe that light comes from a source, and travels in straight lines. They will study different materials to observe the formation of shadows. They will observe and record the effect of light being reflected from various surfaces.

Pupils will observe that sound is caused by vibration, and will investigate some of the properties of sound.

At the end of the year the work will be tested by an examination based on questions from CE 11+ papers and will test knowledge and application of facts at an appropriate level.

French

Pupils remain in their mixed ability form groups. Units 1-10 from 'So you want to learn French prep book1' and part of 2 should be completed during the year. The first three units consolidate and revise the areas of study from Year 4.

Areas of work covered

- Greetings / personal information
- Geography of France
- Classroom objects
- Homes
- Alphabet
- Numbers 1-100
- Family
- Days / months
- Animals / colour / size
- Opinions
- Weather / seasons
- Leisure activities
- Special dates
- Clothes
- Places in a town
- Directions
- Daily routine

Grammar

- Masculine/feminine articles
- Use of tu / vous
- Present tense of er verbs
- Irregular verb : aller, faire, avoir, etre, etc

Assessment

There is an end of unit test every time a unit has been completed - usually every 3-4 weeks.

There is an end of year examination during the summer term For the Summer examination reading, writing and listening assessments are timetabled in exam week.

Latin

Latin is introduced to pupils in Year 5. Children have 1 lesson per week, plus a 25-minute prep every other week.

Language topics are introduced by means of the text book Latin Prep, designed specifically for Common Entrance . As this text book is very “fast-paced” we only cover the first two and a half chapters in the course of the year! By the Summer exam we aim to cover the following topics:

- Present tense of the regular verb AMO and the irregular verb SUM.
- The noun case names and what they mean.
- The 1st declension noun PUELLA
- Vocabulary: approx. 60 core words learnt on a regular basis.
- Classical studies: Odysseus and his wanderings (introduced by means of an animated video) and Hercules and his Labours

We also use the Latin Prep Workbook to consolidate what we have covered as well as in-house worksheets to reinforce grammar work. In this introductory year though, the emphasis is very much on making Latin appealing and using it as a tool to aid English grammar and vocabulary knowledge. Chants and games are used to help learning. If children show special aptitude for the subject then “extra prep” is set, only if desired of course!

History

Aim of Year 5

To ensure all pupils develop an understanding and appreciation of a variety of historical periods and key events. A wide range of teaching and learning resources should be used to make the subject both enjoyable and accessible to all pupils. The historical content should be balanced against the essential source evaluation and essay writing skills, which are required for examination.

Philosophy

To teach history so it intrinsically motivates the pupils and encourages them to develop both their understanding and interest of the subject.

Course Content

A chronological approach is taken towards teaching. In year 3 a topic-based approach is applied with the main focus being on the Egyptians. In Year 4 the pupils focus on the Romans and year 5 pupils study Medieval History from 1066-1485. In year 6 the Tudor and Stuart periods are studied starting with Henry VIII and finishing with the Civil War and the execution of Charles I in 1649. The Common Entrance Syllabus starts in year seven and pupils study Britain 1750-1900. The focus is on British, economic, political and social history including a wide range of key events and turning points such as the French Revolution and Napoleonic Wars.

Source Skills

The pupils are introduced to the basic concepts of what evidence is and then comprehension from both written and pictorial sources.

Resources

A variety of text books are used throughout the year either in their own

right of as a resource. Computer software, including CD-ROM and re-enactment programs and videos on all topics are also used. In 2008 an increase number of interactive whiteboard resources will be used.

Geography

The children will have 2 lessons per week, plus a 25- minute prep. All classes are taught by the Head of Department - Mrs Karen Corfield, a geography specialist.

By the end of the year, children are expected to have covered the following topics:

Atlas skills - extending from Year 4 - time, latitude, longitude, tropics, equator.

Case study - Antarctica.

Transport and Routes - transport methods, developments, networks, routes and congestion.

Settlements - where we live and why, types, sizes and patterns.

The Mountain environment – How mountains are formed, how they are eroded. Climate in the mountains

Brazil and Brazilian Rain forest - fieldwork visit to Kew Gardens. Enquiry based investigation.

Children are not issued with a set textbook. The Key Geography series of textbooks are mainly used. A wide variety of resources are used within the classroom and use of IT is integral to much of the work.

Religious Studies

The Year 5 curriculum involves the beginning of work on the New Testament with an introductory section on the birth and early years of Jesus. The Common Entrance syllabus is then commenced with looking at the early teachings of Jesus, including the Temptations of Jesus, the disciples of Jesus, his Miracles and the Parables. At this stage there will be some informal discussion on the contemporary issues that relate to this part of the curriculum, such as Temptation, Friendship, Miracles today and service to others. Reference to the Church's calendar is made at the appropriate time, such as Advent and Lent.

Personal, Social and Health Education (P.S.H.E.)

Our PSHE programme aims to encourage the development of life skills to help the children build confidence and self esteem. This includes: basic health knowledge enabling pupils to make informed lifestyle choices; development of group interaction skills such as communication and co-operation enabling pupils to live and work with others; an awareness of the wider world exploring themes of Citizenship.

Our programme will include:

1. Taking care of myself

Hygiene, diet, exercise, the body – preparing for growth and change, keeping our bodies safe

2. Taking care of others

Discussing listening, communication, co-operation and respect for the feelings and views of others.
Discussing disagreement and the resolution of disputes.

3. Taking care of our society

Becoming a good citizen, discussing public institutions and our role within society.

Information Technology

The whole school follows schemes of work which are closely linked to the National Curriculum Programmes of Study. Pupils will learn a range of new skills and develop existing ones to a higher level. They will also start to take more decisions about which skills and tools to use and design and present their work so it is best suited to the requirements of the intended audience.

Work to include

1. Effective use and understanding of the Toolbar.
2. Plan, design and draw a bungalow
3. Bridge Research Project, including a photo, statistics and a self drawn diagram.
4. Uses of the Internet, narrow searches and refine information.
5. Introduction to Microsoft Excel, use of simple formulae and spreadsheets.

Art

In Year 5 there will be emphasis on the central role of the sketchbook in the Art curriculum. Children will be encouraged to use them more thoroughly, using notation and with attention to scale and presentation and layout of work. Painting and drawing will be central to Year 5 Art, and children will be encouraged to make choices in their work regarding media, colour and techniques. They will learn to develop shape, form and tone in their work and will concentrate on some life drawing, still life and landscape codes and conventions. There will be a project on printing and some textile work.

Children will be taught to identify aspects of Western painting traditions in critical studies work, and will study the decorative elements of the work of artists such as Gustav Klimt or Hunderwasser. They will be encouraged to make increasingly detailed evaluations of their own work. Some of the work will be cross curricular, for example a project in the Summer term will be based on the Geography visit to Kew Gardens.

Design Technology

Design Technology requires pupils to apply knowledge and skills creatively to solve practical problems. Each child spends one double period per week, usually working individually but sometimes in small groups. They will use various materials and learn about their physical properties. They will be taught to use various tools and machinery safely. Emphasis will be placed on the quality of work produced, time taken and cost of materials. Each main project incorporates an investigation, a practice task, a design and make assignment and simple evaluation. A short graphics course will be included each year to develop the child's design skills.

All pupils from Years 3 to 8 use the Design Technology classroom.

Year 5 works more with resistant materials, learning how to cut, shape and finish wood and acrylic items as well as being introduced to simple electronic projects. They will have to plan more carefully and start some 3D drawing work. Their work will consider commercial principles and what constitutes 'good design'.

Music

Music is an important part of life at Hazelwood. Pupils are introduced to many aspects of music in the class music lessons. We also offer all pupils the opportunity of taking individual music lessons in an instrument of their choice. We currently offer tuition in piano, clarinet, saxophone, flute, brass, guitar, singing, percussion, violin and cello. Many music activities take place outside the classroom; choirs, orchestras, string band, string quartet, brass band, clarinet group, saxophone group and percussion group. We offer a series of opportunities, both formal and informal for all our pupils to perform for their friends and family throughout the year.

In the classroom we follow a scheme of work, which fulfils the requirements of the National Curriculum. Learning at Hazelwood children will gain a broad and balanced music education. A steady progression plan has been built into the curriculum from each year to the next, ensuring consistent musical development.

In Year 5 we continue to develop the pupils skills in composition, performance and appraisal via the mediums of song, tuned and untuned percussion and other instruments using simple rhythmic and melodic material. We continue to develop the use of the elements of music through song composition and group and solo performance.

Drama

Children will continue to develop their acting skills via more complex improvisations, role play and reading from scripts. We will use poetry as a starting point for drama and write our own scripts to perform. Movement and dance will be covered as well as presenting speeches; working towards the English Speaking Board exams at the end of Year 5. We will also study all of the elements that go into a working theatre including the lighting, sound and stage.

Physical Education

P.E. is an integral part of every child's learning and development. Every child shall be given an opportunity to experience activities that provide satisfaction and a sense of achievement. Participation in lessons is encouraged at all levels of ability and we strive for every pupil to be developed to the fullest of their potential. This includes provision for gifted sportsmen and women, in order for them to have the opportunity to pursue their aspirations (often through sporting or all-rounder scholarships at their senior school). Less able pupils are also valuable members of the school and the broad P.E. curriculum allows for variety and differentiation wherever possible.

Children will have Games lessons on three days a week. In addition to these days, those pupils in team squads may often be required after school, or at the weekends, for matches and/or practices. While representative teams may not be the goal of everyone, teams do exist at lower levels to allow every pupil who deserves the chance to represent his/her school the opportunity to do so. Logistically, it is not always possible to include all pupils in inter school fixtures on a regular basis, but "sport for all" is a goal we hope to achieve at some point in each term. There are also other non-team after school clubs (eg, judo) that operate throughout the year, which may be of interest to your child.

Participation in these school team fixtures is very important and if selected, we do ask that all children are present wherever possible. In the event of a clash between a local club and a school team, it is generally accepted that school must come first. All sporting fixtures will be published on the school calendar, as well as on the sports notice boards. Please check in advance of any important dates when making arrangements for the term.

In the autumn term, boys play soccer as their main sport, which is replaced by rugby about two weeks before the Christmas break. Swimming and Cross Country Running are the two minor sports which run from September through to April. In the summer term, Cricket is the main sport (and Athletics the minor sport). The main girls sports are Netball, Lacrosse and Rounders. There is also some tennis and hockey.

Inter House sporting events are organised each term in all the major and minor sports. Entry and scoring guidelines for these competitions aim to give every pupil in the school a goal to achieve and an opportunity to participate as part of a team whatever their ability.

In addition to Games lessons, P.E. lessons are also timetabled parts of the curriculum. Throughout the school, pupils will cover Gymnastics, Swimming, Health Related Fitness, Athletics, racquet/net sports (badminton, tennis), Invasion games (basketball, hockey) and Orienteering as parts of a varied and extensive programme.

Learning Support

The role of the Learning Support Department is to ensure access to high quality education for all pupils at Hazelwood. During a child's time at school, it may become necessary to provide additional support either within the classroom or on a withdrawal basis for a period or two a week. The teaching is based on multi-sensory techniques and is given by specialist teachers. Referral to the Department is made by teachers as soon as a problem or discrepancy in achievements is noted. However, parents who feel that their child is experiencing difficulties are welcome to contact Mrs Banks at any time.

The following is a brief outline of the role of the department.

- Individual, paired or group specialist tuition is given to children with specific learning difficulties (Dyslexia, Dysgraphia, Dyspraxia, Attention Defect Disorder, Speech and Language Difficulties, Dyscalculia and other Mathematical Difficulties and on request for non-specific areas of need).
- Both informal and formal assessments are undertaken and if necessary, referral to other agencies, including Educational Psychologists, is arranged.
- Close liaison between Form and Subject Teachers on the one hand, and the Learning Support Department on the other, is maintained to ensure individual provision for pupils experiencing difficulties.
- Individual Education Plans are drawn up to specify the nature of a child's difficulties and to recommend ways of addressing them. The Head of Learning Support meets regularly with staff to monitor their implementation and parents are kept informed by means of written reports and contact with members of the Learning Support Team. Subject teachers are responsible for the delivery of a differentiated curriculum where necessary.
- Group teaching (4-6 pupils) takes place to develop Reading, Spelling and Study Skills. Support in class may be given by a Learning Support Assistant.
- Regular monitoring of progress towards reading and spelling targets is maintained and recorded.
- Access to computer-assisted learning is provided and encouraged. There is a touch typing programme called English Type Junior which is networked throughout the school (including the ICT suite) which all pupils can access during their IT lessons. Mrs Banks is currently

running a Touch Typing club for Year 6 & 7. Laptops (Alpha Smart word processors) are also available for pupils where necessary.

- Parents and pupils are advised and guided towards schools with the appropriate level of support at secondary level.
- Advice and in-service training are given to all staff in areas such as differentiating the curriculum according to individual needs, how best to recognise learning difficulties and extending the more able and gifted children.

Extra time and help with reading papers is given to some pupils in the Learning Support Department during the external school examinations (Year 6 SATs, Common Entrance for Year 6 and Year 8, including the Year 7 mock exams. The use of laptops is recommended where appropriate.

The School Library

Children from Y4 to Y8 use the Library upstairs in the Gym block. It is very well stocked with almost 6,000 titles, many of which are recent publications.

Children can come to the Library during fruit and lunch breaks. It is a peaceful place where they can read, do homework or play quiet games like chess.

There are two computers that children can use for research purposes.

Reading is a vital part of the children's education. Our aim is to guide and encourage private reading for enjoyment throughout their time at Hazelwood. And the correlation between good reading habits and excellent exam results (either at Scholarship or at Common Entrance level) is not accidental!

Lessons

Year 4 classes have a 50-minute weekly lesson in the library.

Years 5 and 6 come for a 50-minute lesson on a fortnightly basis. Years 7 and 8 may come occasionally, depending on the demands of the English syllabus. Other subject teachers can also make use of the Library if they wish their classes to do project or research work.

During these lessons, children can borrow and return books. They also discuss books they have enjoyed, recommending titles to one another. Sometimes they do research using the non-fiction books. Other lessons may include the reading of newspapers, listening to stories read aloud (or on tape), discussing current affairs or an activity requested by the accompanying teacher.

Book Borrowing

Children from Year 4 to Year 8 are entitled to **THREE books** at any one time. They can change books every day if they wish to do so. Occasionally, if a child is both an avid reader and a reliably fastidious returner of books, I do allow four or even five books out at a time. This is by special arrangement only.

The borrowing period is for **two to three weeks** and is indicated by the date stamp at the front of the book.

Books can be kept over half-term if they are legitimately due back after that week. During the Christmas and Easter holidays, books can be taken out but only if they have been stamped with a **GREEN date stamp**. I need to differentiate between books that have been borrowed for the purposes of holiday reading and others that have been mislaid during the previous term. Borrowing over the summer holidays is not usually possible because of the need for stocktaking.

Fines And Replacement Costs

If a book is three weeks (or more) overdue and has not been returned at the end of a term, a fine of £3.00 per book is charged on the end-of-term bill. If the book is still not returned after the holiday, the full cost of replacing the book will be charged. If an overdue fine is levied, and the book is then found to be lost, the overdue fine is subtracted from the “lost book” charge.

To make it easier to keep track of library books that go home, a luminous yellow label is stuck to each book spine so that Hazelwood books are instantly identifiable amongst others! It is much appreciated if parents help their children keep track of library books, as we would prefer to maintain the stock we have rather than constantly be fining for and replacing mislaid books.

Reading Certificates

This system was devised to help children structure their own reading programmes, according to their own particular levels, interests and pace. In brief, children can choose a certificate, or more than one, on which to work; they put a list of the books into their own plastic folders and come to have the books signed off as they finish reading them. Each certificate has three levels – gold, silver and bronze – with each level requiring a different number of books to be read. When a certificate is achieved, the child is awarded a personalised, laminated bookmark, in the context of the Monday assembly. In this way, reading is recognised publicly as a “Good Thing” and children are able to target their own goals.

The Role Of Parents

We do what we can to guide and encourage children in their reading. If they are supported at home as well, the likelihood of success is greatly increased. Parents can help in the following ways:

By helping children to keep track of what they have borrowed and when the books are due back

By encouraging them to read what suits their interests and their reading abilities

By building time into their busy lives for leisure pursuits such as reading