



Welcome back!  
January 2024



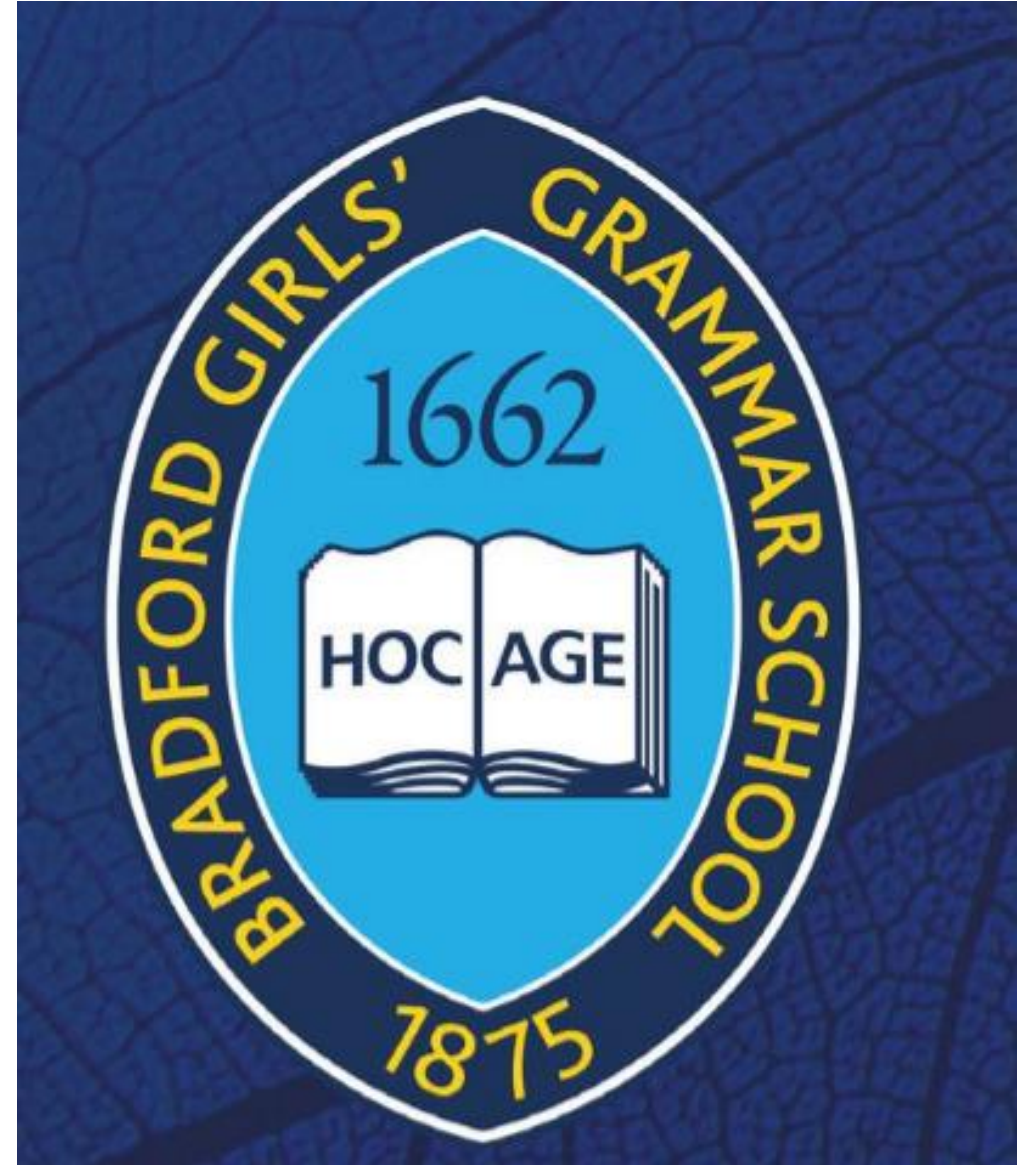
WELCOME TO

# BRADFORD GIRLS' GRAMMAR SCHOOL

*Witamy Vitajte Bienvenue Bienvenidas*

خوش آمدید أهلا بك 英语 ਸਵਾਗਤ ਹੈ

ברוך הבא ॐ स्वागत है به راغلاست



# Aims of this session

- Reminder about ASPIRE Values
- Reminder of lines of communication
- Inform you about what your child will be learning this term
- Inform you about PSHE content for the Spring Term
- Attendance
- Homework expectations
- Parental engagement opportunities
- Any other information
- Questions

Strong Values  
guide our  
actions



# High Expectations

Students  
should **LEAD**  
their learning

## Listen

During **registration** and **teacher explanation**.  
When other students are **feeding back** to the class,  
**answering** a question or **presenting** their work.

## Equipment

**Planner, Calculator, Pencil case** and contents,  
subject specific equipment, text books,  
exercise/sketch books, homework...  
and a **positive attitude**.



## Ask

**Questions**  
For **support**  
For **extension** activities

## Deliver

**High quality, well presented work**  
During the 15-20 minute period of **independent**  
**silent**, but **supported** **working** in **every lesson**



**Head of Lady Royd**

Mrs Poole



**Assistant Head: SEND,  
Behaviour, Attendance  
and Safeguarding**

Mrs Leary



**Assistant  
Head: Curriculum and  
T & L**

Mr Wood



**EYFS Leader**

Miss Khan



**KS1 Leader (Years 1 & 2)**

Miss Hanson



**LKS2 Leader (Years 3 & 4)**

Mr Arnott

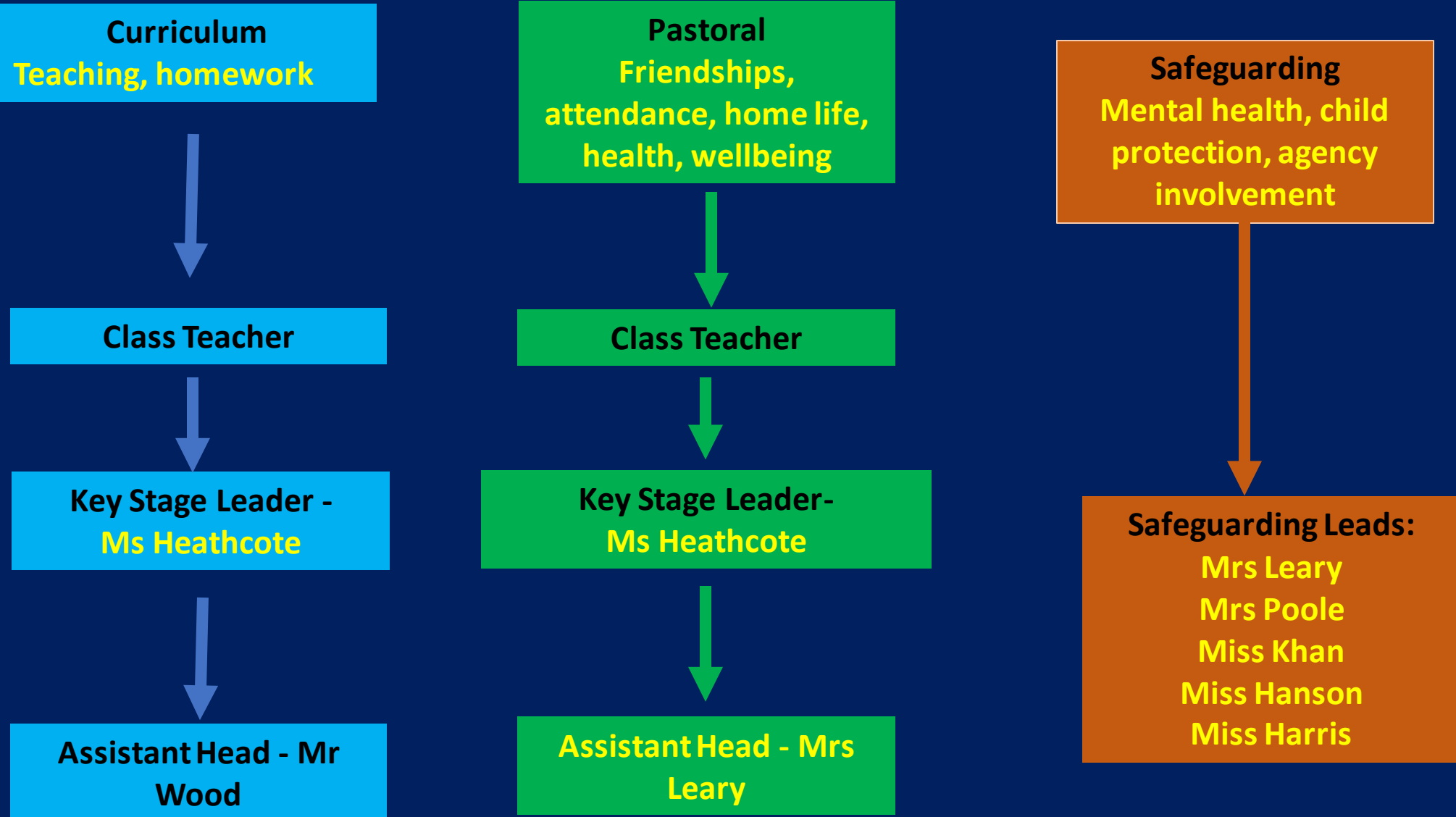


**UKS2 Leader (Years 5 & 6)**

Ms Heathcote



# Who to contact



# Curriculum Spring

	 
	 
Diary entries Poetry - performance and personification poems	Playscripts Biographies Poetry – cinquain
<b>Adverbials (place)</b> <b>Adverbs</b>	<b>Verb Prefixes (dis-, de-, mis-, over-, re-)</b> <b>Suffixes (-ise, -ify, -ate)</b>

## What can we learn from early Islamic civilisations?

### HISTORY

Year: 5

Term: Spring 1

#### Previous learning connected to this unit:

- Place some historical periods in a chronological framework.
- Use historical terms related to the period of study.
- Use sources of information beyond simple observations to answer questions about the past.
- Communicate learning in an organised and structured way, using appropriate terminology.

#### This unit links to our values in the following ways:

A—

S—The Islamic civilization's self-confidence was reflected in its political and military power, which allowed it to expand its influence across vast territories and establish a successful empire

P—Citizens didn't give up when faced with adversity.

T—

R—Lived in communities together and worked together.

E—People understood each other and shared their emotions.

#### Sequence of Learning:

- Why do you think it is important to study Islam in this period, c900?
- How on earth were the Arabs able to spread so far, so quickly, within just a century of the Prophet Muhammad's (PBUH) death?
- What can we learn about Islam from the way they set up the capital at Baghdad?
- What was so special about Baghdad and how can we possibly know?
- Just how amazing was daily life for rich people in Islamic cities?
- Which of the early Islamic achievements has most effect on our lives today?

#### Key Facts I Must Remember:

- Islam is the religion of Muslim people. Muslims believe in one God. They believe that the prophet Muhammad is the messenger of God.
- Islam was able to spread so fast because they were skilled at battle, could take opponents by surprise and made impressive weapons.
- The city of Baghdad was built in AD762 by Al-Mansur and was known as the City of Knowledge.
- Rich people had amazing lives in Islamic cities such as Baghdad and Cordoba.
- Early Islamic achievements have had a big effect on our lives today.

#### Pictures, places & people I will learn about:

Baghdad

Caliph Al-Mansur

Location of Baghdad

#### Key Vocabulary

#### Definition

#### Visual

Caliph

The political and religious leader of the Islamic state.

Golden Age of Islam

A period of cultural, scientific, and intellectual advancements in Islamic civilisations.

Scholar

A person who has done advanced study in a special field.

Achievement

A thing done successfully with effort, skill, or courage.

Baghdad

The capital of Iraq today and was the capital of the Muslim world.

#### End of unit outcome:

Successfully answer quiz-style questions about the 5 key hand facts in an end of unit quiz.

Spring term	Number <b>Multiplication and division B</b> VIEW	Number <b>Fractions B</b> VIEW	Number <b>Decimals and percentages</b> VIEW	Measurement <b>Perimeter and area</b> VIEW	<b>Statistics</b> VIEW



# PSHE Spring 1 Dreams and Goals

		Learning Objective
<b>Lesson 1</b>	When I Grow Up (My Dream Lifestyle)  Stay motivated when doing something challenging	I understand that I will need money to help me achieve some of my dreams  I can identify what I would like my life to be like when I am grown up
<b>Lesson 2</b>	Investigate Jobs and Careers  Keep trying even when it is difficult	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs  I appreciate the contributions made by people in different jobs
<b>Lesson 3</b>	My Dream Job. Why I want it and the steps to get there  Work well with a partner or in a group	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it  I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future
<b>Lesson 4</b>	Dreams and Goals of Young People in Other Cultures  Have a positive attitude	I can describe the dreams and goals of young people in a culture different to mine  I can reflect on how these relate to my own
<b>Lesson 5</b>	How Can We Support Each Other?  Help others to achieve their goals  Puzzle Outcome: Charity fundraising	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other  I appreciate the similarities and differences in aspirations between myself and young people in a different culture
<b>Lesson 6</b>	Rallying Support  Are working hard to achieve their own dreams and goals  Assessment Opportunity	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship  I understand why I am motivated to make a positive contribution to supporting others

# PSHE Spring 2 Healthy Me

		<b>Learning Objective</b>
<b>Lesson 1</b>	Smoking  Have made a healthy choice	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.  I can make an informed decision about whether or not I choose to smoke and know how to resist pressure
<b>Lesson 2</b>	Alcohol  Have eaten a healthy, balanced diet	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart  I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
<b>Lesson 3</b>	Emergency Aid  Have been physically active	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations  I know how to keep myself calm in emergencies
<b>Lesson 4</b>	Body Image  Have tried to keep themselves and others safe	I understand how the media, social media and celebrity culture promotes certain body types  I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am
<b>Lesson 5</b>	My Relationship with Food  Know how to be a good friend and enjoy healthy friendships  Puzzle Outcome : Healthy Body Image	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures  I respect and value my body
<b>Lesson 6</b>	Healthy Me  Know how to keep calm and deal with difficult situations	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy  I am motivated to keep myself healthy and happy

# Attendance

Year 5 attendance for  
Autumn Term: 94.8%  
which is 0.1% above  
national – thank you!

School target:  
**97%**

## Getting Your Child to School Really Matters



### Did You Know... ?

In a School Year, If Your Child is Late Every Day By...	Your Child Would Have Lost Approximately...	or They Would Have Missed Approximately...
5 Minutes	3.5 Days from School	20 Lessons
10 Minutes	7 Days from School	41 Lessons
15 Minutes	10 Days from School	55 Lessons
20 Minutes	14.5 Days from School	82 Lessons
30 Minutes	22 Days from School	123 Lessons

**Please Encourage Punctuality to Maintain Attendance**

## ABSENCE = LOST OPPORTUNITY



### Did You Know... ?

If Your Child's Attendance During the School Year...	Your Child Would Have Lost Approximately...	or They Would Have Missed Approximately...
was 95%	9 Days from School	50 Lessons
was 90%	19 Days from School	100 Lessons
was 85%	29 Days from School	150 Lessons
was 80%	38 Days from School	200 Lessons
was 75%	48 Days from School	250 Lessons

**Getting Your Child to School Really Matters**



# Parental engagement opportunities Spring

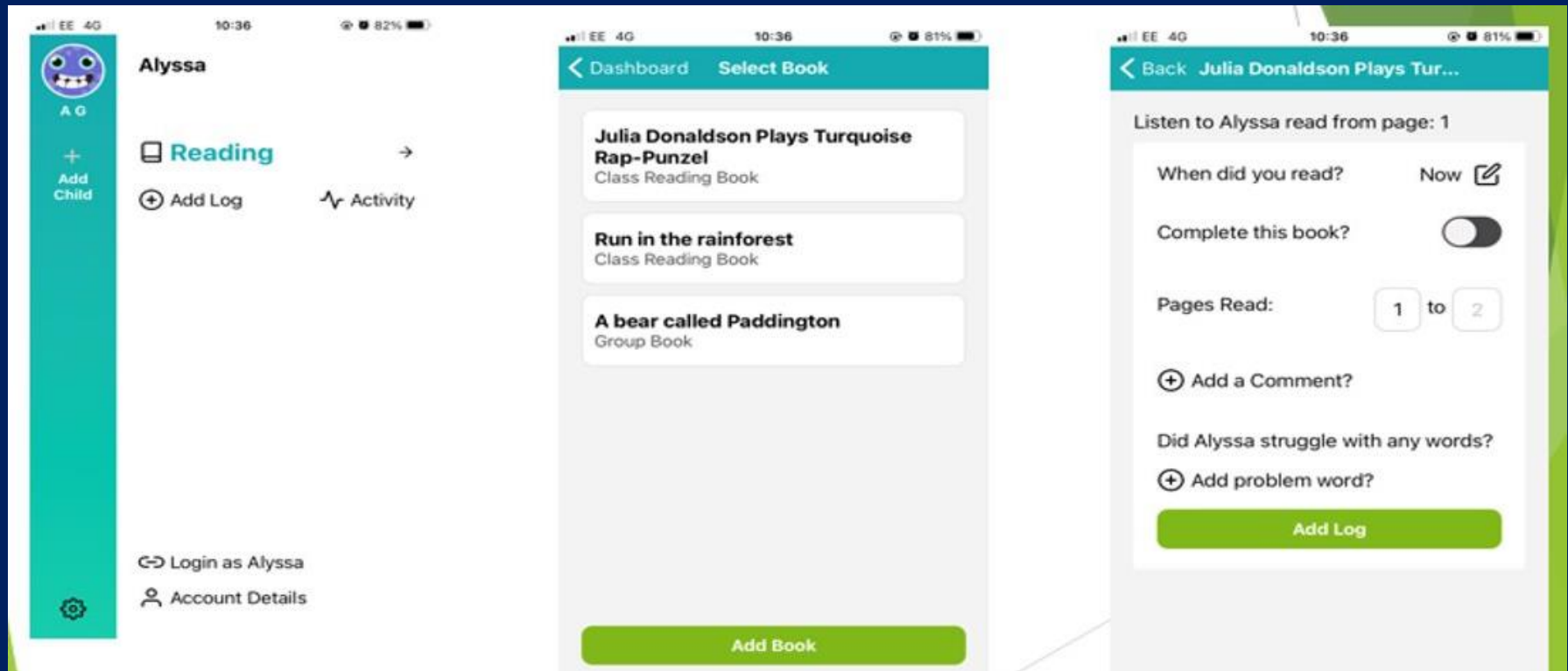
- Curriculum Showcase - Friday 9<sup>th</sup> February 8:45 - 9:30am
- Female relatives surprise - Friday 8th March 8:45- 9:30am
- Pupil Progress Evening - Tuesday 19th March and Thursday 21st March

# Homework

Week A	Week B
<ul style="list-style-type: none"><li>• Class library book + Go Read (Read every day/update pupil area of Go Read at least once a week)</li><li>• Spelling Shed assignment (10 mins a day)</li><li>• TT Rockstars (10 mins a day)</li><li>• Maths and Arithmetic task (out Friday - due Wednesday)</li><li>• SATs Reading Comprehension (every other week - out Monday Week A-due Monday Week B)</li></ul>	<ul style="list-style-type: none"><li>• Class library book + Go Read (Read every day/update pupil area of Go Read at least once a week)</li><li>• Spelling Shed assignment (10 mins a day)</li><li>• TT Rockstars (10 mins a day)</li><li>• Maths and Arithmetic task (out Friday - due Wednesday)</li></ul>

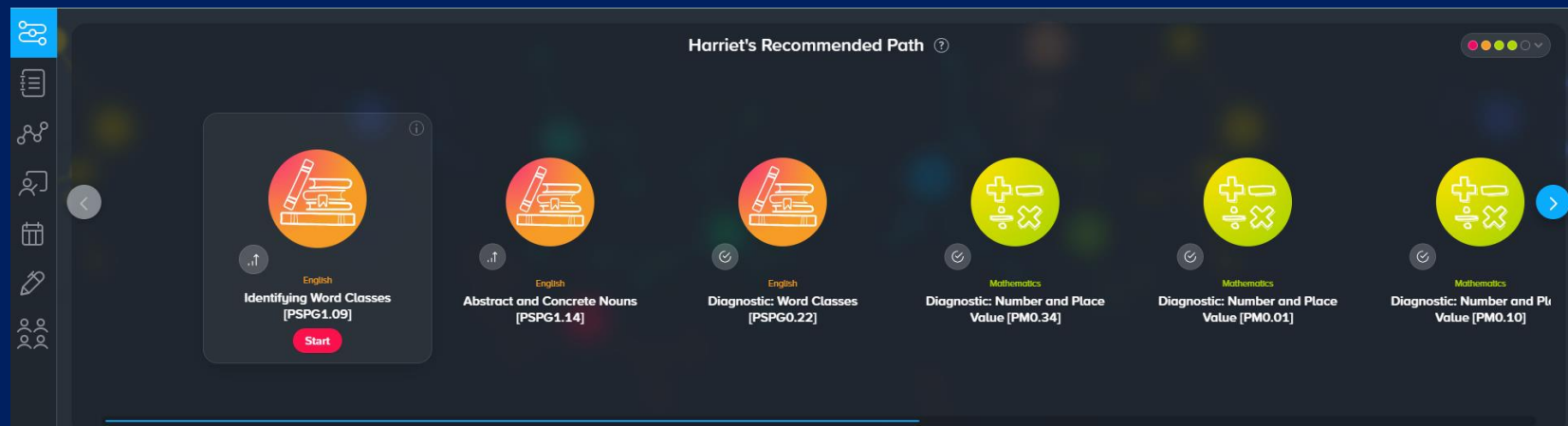
# Boom Reader

- Pupils must log their reading comments on the Boom Reader app once a week.
- Pupils need to use their class library book and save it as a 'reading book'. Home (reading with an adult) and library (free choice) books can be used in addition.





- Century is an online learning platform we are using for English and Maths.
- This may also be used as additional homework (a minimum of 20 minutes per week) and will be accessed by pupils who attend the after-school Century Club.
- It is tailored to your child's knowledge and understanding of English and Maths objectives.
- If your child is not currently attending Century Club, and you would like them to, please speak to Mrs Meares who can add them to one of our available slots (Monday, Wednesday or Friday until 4pm).



# Questions