

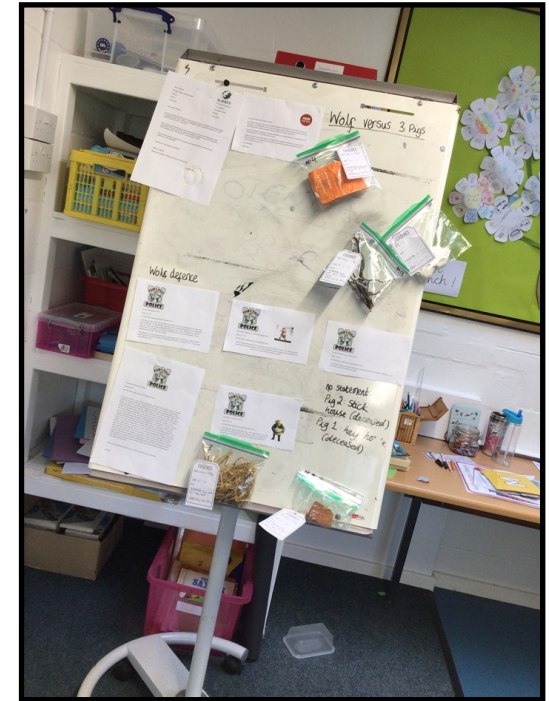
Curiosity

in Year 5...

Curiosity is the main driver for learning in Year 5. Curiosity creates questions. We talk about why and how to develop our understanding of topics and we reflect on these questions regularly throughout the topic. Have we answered them? What do we need to find out next? Do we now have even more questions to add our initial ideas?

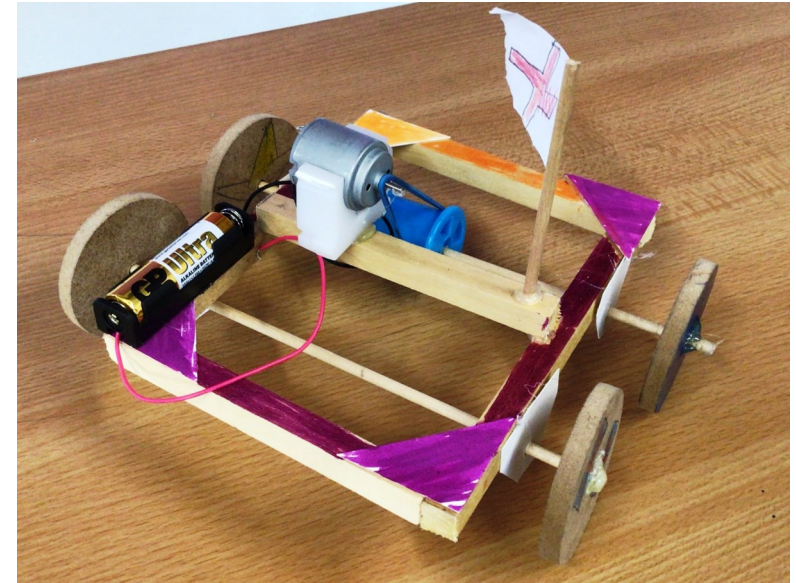
In our topic work, we show our curiosity by working in a cross-curricular approach, asking and answering questions on a wide range of subjects.

Admitting 'I don't know' and turning this into a question we can find an answer to fuels our excitement for learning! The sense of achievement our learners feel when they have used their skill of curiosity to find out new facts and develop skills is a fundamental element in developing our Pirbright Pyramid.



Collaboration

in Year 5...

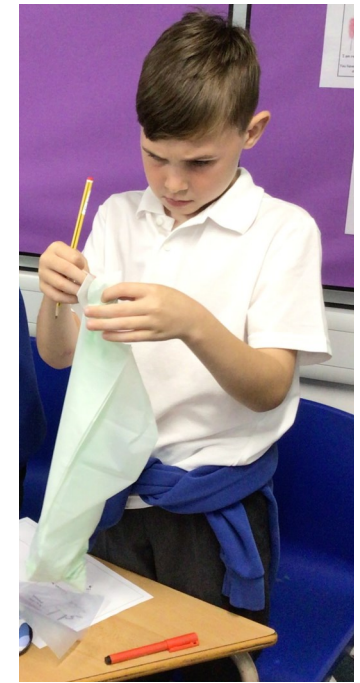


In Year 5 we work collaboratively to produce many different projects including: Space Buggies, seasonal dishes, potions and lots more! When we collaborate, we work as a team, this means someone is identified to lead the group, they assign tasks which a team each member has responsibility for. The rest of the team is relying on each of them to complete their role to the best of their ability.

This collaboration is shown in our Maths learning as we share our methods and work together to develop our reasoning and problem solving. Group evaluation becomes a key element at the end of a project. This is firstly modelled for the children and then they are supported in discussing and identifying areas of strength and for development. This can be challenging for the children as they face constructive criticism from the peers and learn how they can collaborate more effectively on their next group learning opportunity.

Independence

in Year 5...

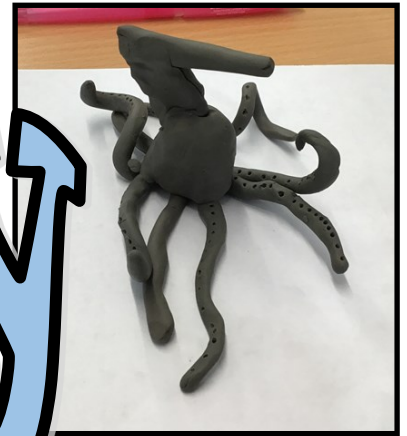


In Year 5 we use independence in all aspects of our learning. In maths, the pupils self-assess which task to start on and whether that was an appropriate question or not. With working independently comes resilience to keep going and push yourself further. Finding the resources (fronted adverbial sheet, dictionary, thesaurus, modelling tools) to help your learning without needing to be prompted. Checking your own work against the year 5 wish-list and highlighting your work accordingly before is key. Year 5 also encourages the children to take responsibility for supporting younger children in the school by becoming role models of this skill for them too. The teachers and class members try to identify and source the 'geographer' or 'scientist' in them all and use this to model for others learning in that particular area of the curriculum.



Creativity

in Year 5...



Creativity is not limited to art and DT. Across the school and developing further into Year 5 we encourage the children to find the meaning and purpose of the learning they are doing. Throughout topic-based learning this enables to achieve across a broad and balanced curriculum. The children are shown a final goal prior to the commencement of the learning to enable them to think creatively as they learn to develop ideas.

The children have successful steps to apply their creativity modelled for them throughout the learning process. For example, in English the children are given formats or taught structures of writing to all creative and imaginative stories or mythical creatures and magical worlds to be developed in their writing work. We regularly have the opportunity to write a 'Creative 10' - a 10 minute write based on a picture. In maths, we talk about using our creativity to 'look at a problem in a different way'. In art, we use we use a variety of materials including digital to create our own interpretations of works of art.

Creativity is more than just coming up with an idea, we put it under a microscope, identify its strengths and challenges and sculpt it into something even more fabulous!

Perseverance

in Year 5...



These photos demonstrate exactly what perseverance in Year 5 looks like. No matter what happens we keep trying. We can always improve and sometimes we need to start afresh or sometimes ask for help from our others – teachers, peers, experts, parents and carers.

We always push ourselves to improve on our personal best across the broad and balanced curriculum. We do not compare ourselves to others, but instead look to others for inspiration to improve on ourselves.