

Welcome to Year 5/6



Meet the Team



Mrs Snowdon
Team Leader/
Class Teacher



Miss Edwards
Class Teacher



Miss Verhoven
Class Teacher



Mrs Baker
Teaching
Assistant



Mrs Whelan
Teaching Assistant

Miss Simms
Teaching
Assistant and
Family Worker

Mr Buck
Teaching Assistant

What will Year 5/6 look like in September?

- Three mixed Year 5/6 classes.
- Most Year 5s will move up with their current Year 4 grouping, you will be contacted by your child's current class teacher if this is not the case.
- Pupils will be in sets for Maths and English which are taught in the morning.
- Afternoon lessons are taught in their mixed-age classes.

Our Timetable

8.55	Register
9.00	Worship/ One Voice
9.30	Maths
10.45	Break Time
11.00	English
12.00	Guided Reading
12.30	Lunch Time
1.30	Different range of foundation lessons
3.25	Home time

Our Curriculum

We teach 1 topic per term and most of our foundation subjects link to these. Our objectives come from the National Curriculum and each lesson will contain adaptations to provide pupils with an achievable challenge. We link many areas of the curriculum.

CYCLE 1		
AUTUMN	SPRING	SUMMER
The Battle of Britain	Natural Disasters	The Maya

Further information on our curriculum can be found on the school [website](#).



Feedback

- Less red pen in pupils' books than in previous years.
- Prioritising verbal feedback.
- Green pen indicates your child's response to feedback.
- Independent writing is marked using a marking code.
- Homework may look unmarked but it does get checked and children will discuss any misconceptions with an adult at school.

Homework

- Your child will receive 1 piece of maths and 1 piece of English homework each week on a Thursday.
- It is to be returned to school by Monday.
- If it's not in on Monday, they will be given a reminder and asked to bring it in on Tuesday. If it is not in on Monday, an adult will not be able to check it and go over any misconceptions.
- If homework is not in by Tuesday, pupils stay in at Tuesday break time to complete some of their homework.
- Homework will either be revision of what your child has been learning that week or a broader, ongoing focus such as comprehension.

Reading

- If your child is reading a current colour book band that will continue in Year 5.
- If / when children have completed the colour-coded book bands we have a Year 5/6 reading scheme that they will move on to, which includes a range of age-appropriate novels and texts which offer suitable challenge.
- Once they finish a book on the scheme, there is a task and a book review to complete
- Whilst some children may no longer have reading records, they do have a Reading Task Book and we still expect children to take their reading books home and read at home **at least 3 x weekly**.

PE

Each class have one indoor PE session each week and one outdoor PE session each week. These are on set days, however these timetables are subject to change and therefore we suggest that your child keep their PE kit in school on their peg **all week**. Children are encouraged to take them home over the half term to have them washed.

OAA		Rugby		Rounders
Dance		Gymnastics		Handball

Behaviour and Relationships Policy 2026 - 2027

This has been a whole school approach with the staff working together to update the policy. We wanted an agreed and consistent approach for pupils, parents and staff.

Over the past few years, St Paul's has embedded a number of whole school approaches. These include:

- **Communication Friendly school**: using different strategies to support language development and communication.
- **Growth mindset**: encouraging resilience.
- **Mental health and wellbeing**: understanding how to look after our mental health.
- **Rights Respecting school**: We are a Gold Standard Rights Respecting School; promoting wellbeing, participation, relationships and self-esteem.
- **Zones of Regulation**: recognising our feelings and what to do to regulate.

We want the updated behaviour policy to reflect these approaches, our ethos, values and vision.



Purpose of the policy.

To provide simple, practical procedures for staff and children that:

- Recognises behaviour norms and positively reinforces this behaviour.
- Encourages children to continually make the right decisions.
- Ensure consistency of expectations across the school.
- Build a community which values kindness, care and empathy for others.

Our policy is centred around **three simple** statements which support a whole school approach.

- Be ready
- Be respectful
- Be safe

These apply to pupils, parents, staff and governors.

Why three?

Three rules are easily remembered by all, so everyone uses them all of the time. This results in **consistency** for all.

The Magic Three



Recognition and rewards to celebrate:

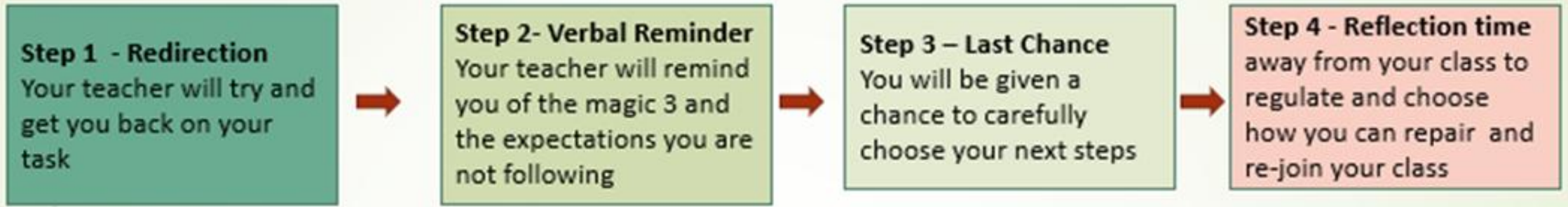
- **House point system:** There will continue to be four houses and pupils will earn points for their house by showing they can be ready, respectful and safe.
- **Recognition board:** Each classroom will have a recognition board. On the board will be a specific class goal to support meeting the agreed expectations. If a child is recognised for working towards the class goal, a tally mark will be placed on the board. Once the class get 30 tally marks, they get 10 minutes extra play time.
- **Postcard home:** Children who are working above and beyond in meeting the agreed expectations will receive a postcard sent by a member of staff.
- **Headteachers weekly celebration assembly.** A child from each class will be selected to be recognised and be awarded a certificate detailing how they have worked towards the agreed expectations. The house points for each named house will be calculated and announced in the assembly.



Boundaries and response: *'Behaviour is a form of communication'*

We will have clear boundaries and expectations around behaviour.

We are aiming for an empathetic and restorative approach. This will give children time to think and reflect.



After these 4 steps you will have the chance to:

Step 5 - Restore and Repair

The Restorative 5 (Article 12: Children have the right to speak out and to be listened to.)

- What happened? - (We will try to get as much detail as possible)
- What were you thinking and feeling at the time? - (What zone were you in?)
- How did this make people feel? - (Have your actions affected anyone else?)
- How could things have been done differently? - (Could you have made a better choice?)
- What do you think needs to happen to make things right? - (How can we repair?)



In Addition:

We do sometimes use break times as a chance for children to reflect on behaviour. This gives staff the time to have restorative conversations and pupils a chance to reflect in a calmer, quieter atmosphere.

We will also be in regular contact with parents/ carers about behaviour and would appreciate your support in instilling a culture of respect within our Year 5/6 pupils.

Uniform

We will appreciate your support in helping your child to come to school **ready** for the day and being a role model as one of our oldest pupils. This includes wearing the correct uniform.

Everyday Uniform

School jumper or cardigan (often with school logo)

White polo shirt

Grey trousers, shorts, skirt or pinafore

Plain socks or tights

Sensible black shoes



PE Kit

White T-shirt

Shorts/ Jogging bottoms

Trainers or plimsolls

PE bag



Accessories to Bring to School

Book bag

Water bottle

Lunch box (if needed)

Plain hair accessories

Accessories to Leave at Home

Jewellery

Colourful tights/ shoes

Squishies/ fidgets

Toys

Summer Options

Summer dress

Shorts instead of trousers

Important Notes

- On health and safety grounds, children should **not wear jewellery**. Small stud earrings and items of religious significance are permitted but must be removed for PE.
- The following are not acceptable school wear: jeans, tracksuits, high-heeled, crocs or Ugg-style shoes/boots, football shirts, coloured trainers.

We expect all pupils to attend school in full uniform every day. **Please note that items with the St Paul's badge are optional**, however all clothing must follow the correct uniform guidance outlined below.

A reminder that shoes must be fully black – no other colours or styles are acceptable.

Books and Presentation of Work

One of our key areas for development next year is “Taking pride in all we do.”

To support this, we have invested in personalised textbooks for all pupils’ work.

We will be emphasising the importance of pupils presenting their work to the best of their ability and strongly discouraging defacing, doodling or scribbling on books.

Again, this is something we would appreciate parental support to reiterate this message.

Any questions?

Thank you very much for coming. We are looking forward to a brilliant two years with your child in Upper Key Stage 2.

If you have any questions, please feel free to come and speak to a member of the team before you leave.