Meet The Team

Year 5

Meet The Team

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- Connect Alliance Trust
- How to get in touch
- Communication
- Brookburn Values
- Brookburn Golden Rules
- Empowering Learning Skills
- Attendance and punctuality
- Behaviour and communication
- PE
- Healthy school
- Homework
- Workshops

The Team

Assistant Headteacher Ms Faulder

Teachers

Mr Sumner

Miss Davies

Support Staff

Dr Elderfield

Miss Mahmood

Miss Barucha

Mrs Taylor



Connect Alliance Trust

Excellence - Collaboration - Respect

Northenden

Chorlton

Cavendish Community Primary School, West Didsbury

Didsbury

Jen Holden - Executive Headteacher
(Brookburn and Cavendish)

Beth Owen - Head of School

How to get in touch

- Speak to us on the door at the beginning/end of the day or ask for a call or a meeting. We always think that having a conversation is best.
- Weekly email
- Newsletter
- Half-term curriculum overview - includes key dates (stick it up somewhere at home)
- parentinbox@brookburn.manchester.sch.uk
- Website- so much information about the curriculum - anything you can't find just ask

Brookburn Values



Website

Each week in golden assembly, children are celebrated within each of these areas:

Academic Excellence: ensuring that any child, no matter what their background or individual needs are as successful as they can be.

Creativity and the arts: to support children to process complex emotions to support increased self-awareness, enjoyment, imagination and understanding.

Respect: this aligns with our Rights Respecting curriculum and underpins everything we do.

Physical well-being: a curriculum and mindset to support children's health, well-being and sets lifetime habits.

Global citizenship: teaching our children about the world and their important place within it. Developing children's awareness of their role and the positive impact they can have.

Mental Well-being and Mindset: developing happy, secure and confident children who work with resilience and determination.

Empowering Learning Skills

We develop personal and social behaviours to support children through their primary years and to support effective life-long skills so they are:



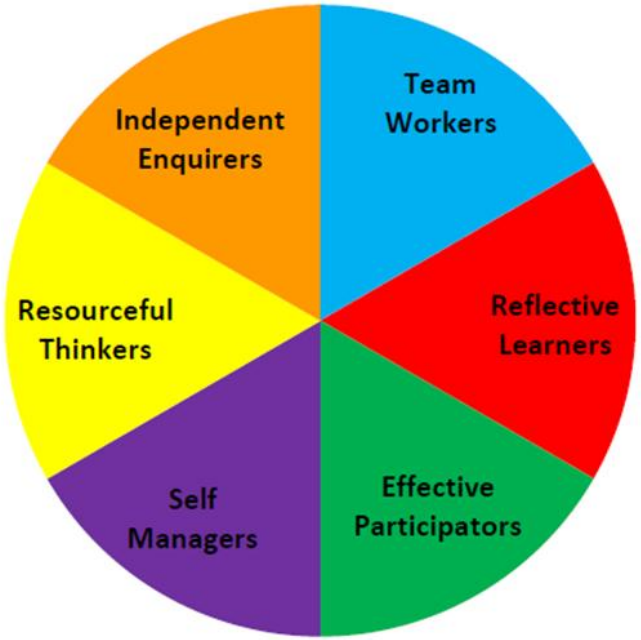
- self managers
- resourceful thinkers
- independent enquirers



- team workers
- reflective learners



- effective participators







These are reported on in our termly reports to parents

Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
Recognise risks that may be involved when tackling work. Organise things well, including resources and others. Appreciate how learning can happen from mistakes. Know where they learn best. Appreciate range of viewpoints, even when different from own. Know the difference between sensible risks and fool-hardy risks.	When making suggestions, can break down ideas into small steps. Prepared to discuss and debate issues until a sensible compromise is reached. Act as an ambassador for the school. Act as a buddy or mediator.	Link ideas from different topic areas to solve problems and present findings. Persevere even when the solution is not readily available. Understand the difference between a task that is too difficult and one that requires them to think more deeply.	Accept different types of feedback and learn from it. Make good use of time to reflect on what they have learnt. Understand that attitude and behaviour can affect learning, and show they are prepared to adjust. Use range of criteria to reflect on own and others work.	Recognise that sometimes you need expertise from others to help solve a problem. Show they are confident enough to plan clear steps to improve their learning. Choose how to present information. Plan a longer activity, breaking it into a manageable number of steps. Make constructive judgments about someone else's work. Set targets for completing tasks and work to them.	Take on range of roles within a group. Accept constructive criticism from others in group to enable improvement in performance. Share a working environment with others and respect their varying needs. Motivate others to contribute more effectively. Understands differences in opinions and respond positively.

Attendance and punctuality

- We expect that all our children will have good attendance. Good attendance and punctuality at school is vital if your child is to learn and reach their full potential.

- Doors open at 8:50am and close at 9am. There is always a learning activity ready in the class at 8:50aml.

- Beth Owen leads on attendance and punctuality and she will work with you if and when you need any support or if attendance becomes a concern.



Behaviour / Communication

- *'We believe the best interests of a child must be our top priority'*
  (UN Convention on the Rights of the Child Article 3).

- We put relationships first and nurture positive relationships. This is modelled through how we communicate with each other.

- 'Behaviour is communication' approach

- We maintain clear boundaries and expectations around behaviour. Children need predictable routines, expectations and responses with sufficient flexibility to allow an empathetic and personalised approach.

- UNICEF class charter in every classroom



We notice positive behaviour…

House points

Star of the Day

Star of the Week

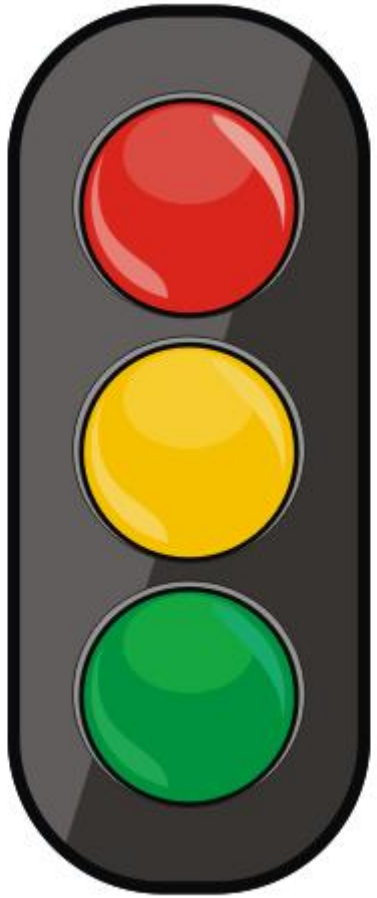
Mrs Owen's Super Sightings

Class rewards

Notes Home

Behaviour / Communication

- Time to reflect on behaviour and improve
- Names not displayed
- Emphasis is always on moving back to green
- Tailored approaches used for individuals
- Y5/6 Report cards to support transition to H School



Behaviour / Communication- Zones of regulation- What's in your toolbox?

We support and develop our children's understanding of emotions and provide them with strategies that help them



Additional advice/ support is always available

PSHCE

- Mental and emotional well being
- Keeping safe
- Healthy Lifestyles
- Living in the wider world
- RSE

- Year 5 - digital safeguarding - increasing independence - social media

- Mobile Phone policy

- Keeping Safe - NSPCC Workshops

- Who to speak to if you have a concern? **DSL Beth Owen**

PE KIT

Children come into school wearing their PE kit on their designated PE day/s.

This is to increase valuable learning time in PE.

P.E. kit: white t-shirt/ polo shirt, red school jumper, black jogging bottoms/ leggings/ shorts, white/black/grey socks and trainers. No hoodies. No football kits. Thankyou.

Wellies. Uniform – red school jumpers only please (with or without logo)

Please label all uniform

Healthy School

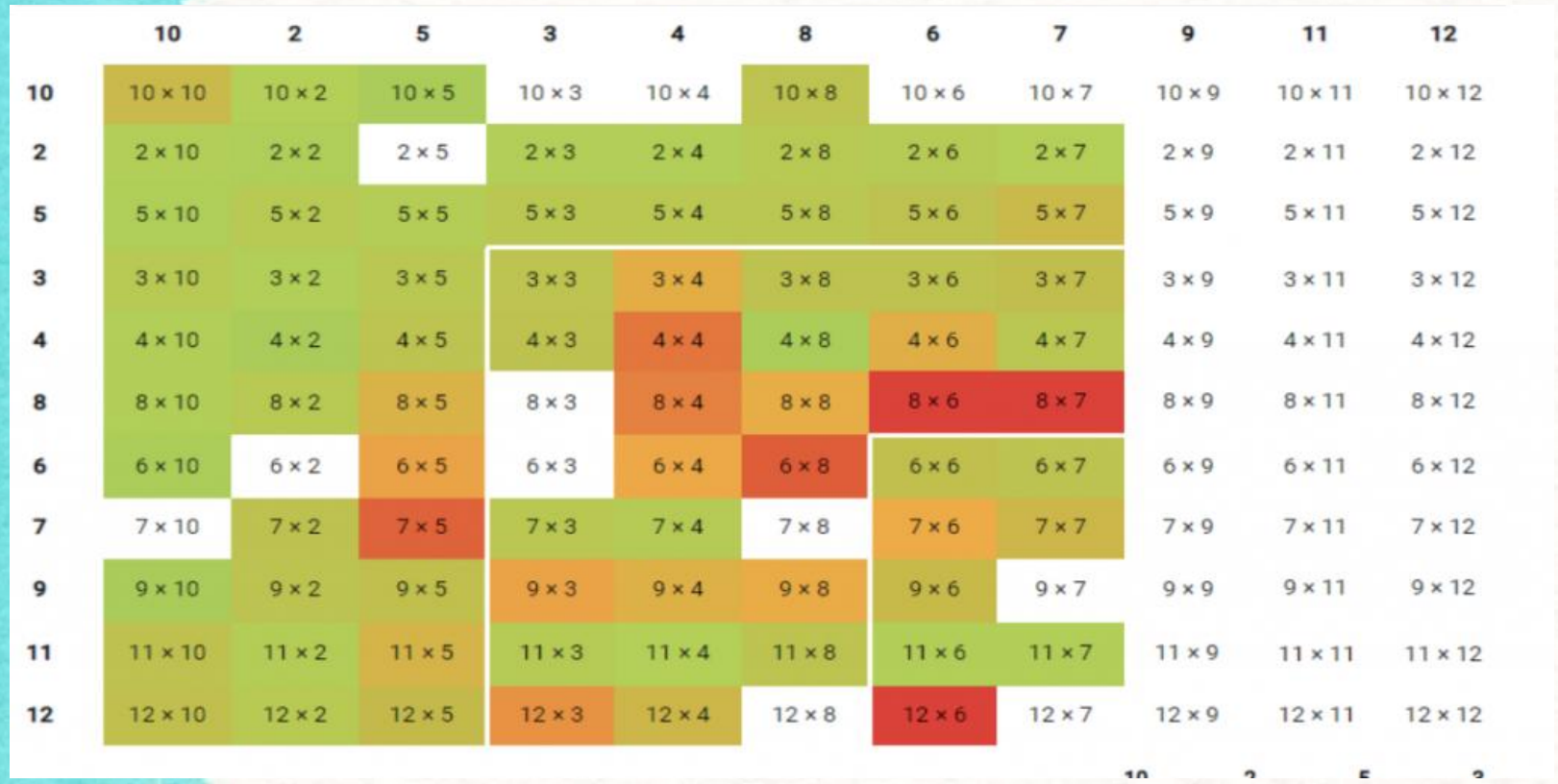
- Children can bring a healthy snack for their break
  - Healthy snacks only (fruit, fruit bar etc.)
  - No chocolate or sweets please
  - **No nuts policy – serious allergies in school**
- Lunch time
  - Balanced
  - ‘Eat a rainbow’
- Birthdays
  - Wear own clothes
  - Gift a book to the class reading area
  - No sweets please
- Your child may bring a water bottle to school and cups/ water is also available.



TT Rockstars

The TT Rockstars algorithm ensures children are given the tables they need to practise and make progress.

Teachers can view a heat map. This will be shared at the first progress meetings so that parents'/carers can see where their child is up to and which tables need more practise.



	10	2	5	3	4	8	6	7	9	11	12
10	10 × 10	10 × 2	10 × 5	10 × 3	10 × 4	10 × 8	10 × 6	10 × 7	10 × 9	10 × 11	10 × 12
2	2 × 10	2 × 2	2 × 5	2 × 3	2 × 4	2 × 8	2 × 6	2 × 7	2 × 9	2 × 11	2 × 12
5	5 × 10	5 × 2	5 × 5	5 × 3	5 × 4	5 × 8	5 × 6	5 × 7	5 × 9	5 × 11	5 × 12
3	3 × 10	3 × 2	3 × 5	3 × 3	3 × 4	3 × 8	3 × 6	3 × 7	3 × 9	3 × 11	3 × 12
4	4 × 10	4 × 2	4 × 5	4 × 3	4 × 4	4 × 8	4 × 6	4 × 7	4 × 9	4 × 11	4 × 12
8	8 × 10	8 × 2	8 × 5	8 × 3	8 × 4	8 × 8	8 × 6	8 × 7	8 × 9	8 × 11	8 × 12
6	6 × 10	6 × 2	6 × 5	6 × 3	6 × 4	6 × 8	6 × 6	6 × 7	6 × 9	6 × 11	6 × 12
7	7 × 10	7 × 2	7 × 5	7 × 3	7 × 4	7 × 8	7 × 6	7 × 7	7 × 9	7 × 11	7 × 12
9	9 × 10	9 × 2	9 × 5	9 × 3	9 × 4	9 × 8	9 × 6	9 × 7	9 × 9	9 × 11	9 × 12
11	11 × 10	11 × 2	11 × 5	11 × 3	11 × 4	11 × 8	11 × 6	11 × 7	11 × 9	11 × 11	11 × 12
12	12 × 10	12 × 2	12 × 5	12 × 3	12 × 4	12 × 8	12 × 6	12 × 7	12 × 9	12 × 11	12 × 12

Spelling programme

Spelling Shed



- School scheme for stages 1 – 6
- Based on up-to-date spelling research
- repeated practice, short-term retrieval and small-step goal achievement is key to spelling improvement
- combined with strategies from ‘no nonsense spelling’ scheme
- Taught spelling lessons 4 x weekly
- online element for children to practise at home
- if preferred, spellings can be practised on paper - (writing sentences, understanding of word etc, not just spelling)

Where to find the homework set by my teacher:



Homework Expectations

- **TTRockstars:** To accrue 21 minutes of practise across the week (recommended 3 minutes per day).
- **Reading:** To read with an adult daily or as often as possible throughout the week. Books at instructional level for your child
- **Spelling**: To practise weekly spellings through using taught strategies and/or spelling shed online games
- **Mathletics:** Homework can be set by the teacher on specific areas of difficulty and children can practise and earn ‘coins’ at home. Activities come with expert guidance to explain concepts/misconceptions.

Homework will begin on Friday this week

A day in Year 5

8.50 - Morning work

9.00 - Registration

9.05 - Assembly

9.30 - Spelling

9.45 - Maths

10.45 - Break

11.05 - Guided Reading

11.30 - English

12.30 - Lunch

1.25 - Afternoon lessons (art, science, computing, PE, French, PE, D.T, History, Geography, RE, PSHE, maths mastery)

3.30 - Home time

Enrichment

- Forest School
- Cinema
- Library visit
- We will communicate and trip information in good time, along with asking for volunteers
- Crowden River Trip
- Venture Out

Coming up soon…

- Clubs - all information will be sent from the office
- Half term overview will be sent out this week
- Weekly emails commence on the Friday 18th
- Need support? How to support at home? Please get in touch, let us know what you need. Workshops? Signposting?

Thank you