

# Welcome to Year 5



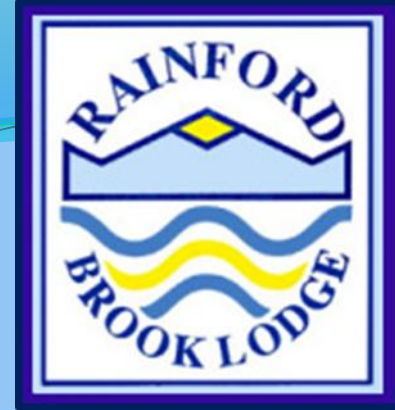


# The Year 5 Team

- Mrs Pullen (Mon - Wed) & Mrs Hayes (Thurs and Fri): Class Teachers
  - Mrs Eden: Learning Assistant
- Miss Jolley: Sports coach (Mondays)
  - Mrs Hollman: PSHE (Thursdays)

# Timetable

|                                 | 8:50 – 9:10             | 9:15 – 9:30      | 9:30 – 10:30                                   | 10:30 – 10:45 | 10:45– 11:00     | 11:00–12:00                     | 12:00 – 1:00 | 1:00– 1:30                           | 1:30–2:15    | 2.15 – 3:00            |                                     |                         |
|---------------------------------|-------------------------|------------------|------------------------------------------------|---------------|------------------|---------------------------------|--------------|--------------------------------------|--------------|------------------------|-------------------------------------|-------------------------|
|                                 | Arithmetic/FB4/Wave 3   | Mastering Number | Maths                                          | BREAK         | Reading Session  | Spanish (LP PPA)<br>11:15–12:00 | LUNCH        | PE with EdStart (LP PPA)<br>1 - 1:45 |              | Spelling Shed          | English – Grammar lesson            | 3-3:30 whole class read |
|                                 | Arithmetic/FB4/Wave 3   | Spelling Shed    | English                                        |               | Mastering Number | Maths                           |              | Reading Session                      | Science      |                        |                                     | Reading Plus            |
|                                 | Maths                   |                  | Swimming (LP, KS, ME)<br>Y5 to have PE with LM |               |                  |                                 |              | Reading Session                      | English      | Geography/ History     | 3-3:30 whole class read             |                         |
|                                 | Arithmetic/FB4/Wave 3   | Reading Plus     | English                                        |               | Mastering Number | Maths                           |              | PSHE (RHa PPA?)<br>1-2pm             |              | RE<br>2-3              | 3-3:25 singing assembly RWI meeting |                         |
| 8:30-8:45<br>ALL Staff Briefing | R Arithmetic/FB4/Wave 3 | Spelling Shed    | English                                        |               | Maths            |                                 |              | Fast Maths                           | Reading Plus | Computing<br>1:30-2:15 | Music<br>2:15–3pm                   | Assembly 3:10–3:25      |



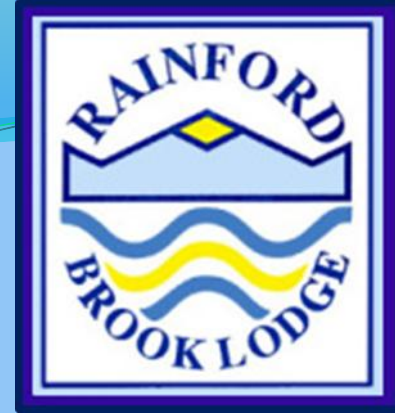
# Expectation

- Children to wear full school uniform (policy on website) with book bags only
- Hair tied back, no earrings
- Following School rules
- Come to school dressed in PE kit for ALL weathers
- Ensure independence
- MAGIC children; encourage children to have high aspirations for this year!
- Golden rules established in class/around school. Behaviour policy online highlights rewards and sanctions
- Handwriting and presentation expectations are high
- To be equipped for the school day - reading record, reading books, water bottle, snack.

# Expectations

- Morning & afternoon routine in place to consolidate skills and provide further support/challenge if needed.
- Classroom environment encourages independence, provides a calm environment without too many stimulants and celebrates learning.
- No pencil cases. Everything has been provided by school and allows them to be more independent by having minimal stationary.

# MAGIC Children



- DOJOs
- Certificates - 2x children per week
- VIP

## Behaviour:

- Positive reinforcement
- Name said in class/teacher look
- Verbal warning
- Initials on the board
- Time out of class
- Yellow cards

## Sanctions - Reward days

- Red and yellow cards

# E-Safety

The Wizz logo consists of the word "Wizz" in white, lowercase, rounded letters, centered within a solid purple square.

Talk to strangers!

The Omegle logo features a blue speech bubble icon with a white lightning bolt, followed by the word "omegle" in orange, lowercase letters.

- Pivotal to children's learning that they are aware of e-safety.
- Reminded at the start of every computing topic.
- Importance of password protection
- Various chat rooms, including Facebook.
- Phones - Warning for home - e.g. Omegle (random video calls with strangers) & Whizz (like Tinder for children)



# Independent Learners

In Year 5, your child should be able to:

- Remember to bring their reading books and record in daily.
- Look after their belongings - it is their responsibility to look for them if they are lost.
- Look after school books that are brought home.
- Start to take accountability, for example, remembering homework, timetabling responsibilities (P.E. days etc.), remembering lunchboxes and healthy snacks etc.

# SEND

- Mrs Hollman is the school SENDCO - she works Wed-Fri
- SENDCo time is a Wednesday.
- Adaptive and quality first teaching is for every child within school.
- All children are taught within the classroom by their class teacher.
- All children need to socialise with their peers and working in isolation does not provide this.
- Fewer children are able to receive funding for individual support and this support is to support the individual with their peers.
- Any child who has funding, the first £6,000 is provided by the school and we must explain exactly how that funding is used to enhance the learning of the individual.
- Lots of our children have interventions in place to boost their learning. Some of these include: RWI 1:1, daily reading, IDL, Beat Dyslexia and handwriting practice, sensory diets/exercises
- SEN register includes all children who: have an external agency involved, are 2 years academically behind their peers, have a diagnosis.
- If you have concerns: speak with the class teacher, plan out steps together and re-meet to discuss progress, if necessary Mrs Hollman can then become involved if the class teacher deems it necessary.
- SEN Support plans are reviewed every term with SMART targets in place.

# What is adaptive teaching?



## SEND in History at Brook Lodge

Motivated, Aspirational, Growing in Independence & Confidence



A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### Removing Barriers

#### Literacy skills

- Verbally breakdown instructions for children where reading maybe a barrier.
- Use talking tins or adults scribing as a way of alternative recording techniques. Or laptops
- Mixed ability groupings to showcase Historical skills rather than literacy skills.
- Chunking instructions into 1 or 2 step instructions prevents the children becoming over-loaded.
- Use of A3 paper recording time line skills etc so the children have more room than on an A4 size.

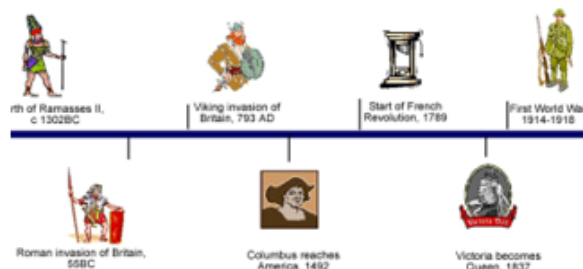
#### Vocabulary

- Use of knowledge mats reminds children of key vocabulary terms. Gold vocabulary allows the children to see links to previous learning.
- Pre-teaching specific vocabulary with a learning assistant can ensure that a child knows what is happening within the lesson.
- Displaying specific vocabulary and referring back to it in the sequential lessons helps to embed the knowledge.
- Use of word banks on worksheets.

#### Concentration & Attention

- Use of wobble boards/cushions.
- Regular sensory breaks where the child can access larger equipment or space to release energy.
- Use of fidget toys during input sessions to regulate whilst listening to instructions.
- As many opportunities to experience real history in the outdoors as possible.
- Making experience as real as possible and relevant to the child's interests where possible
- Whole class visual timetable so all children know expectation.
- Now and next boards to break down instructions.

### A Timeline

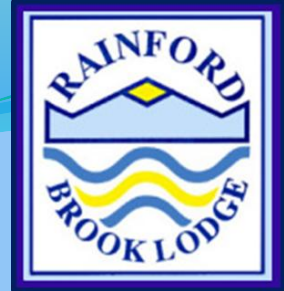




# Homework

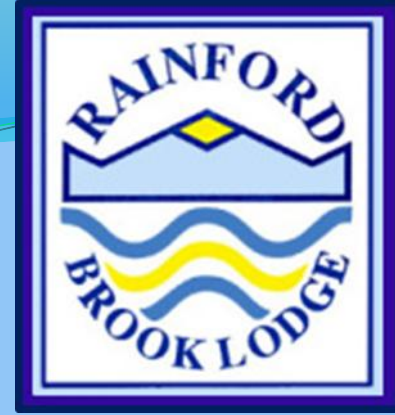
- Please ensure children complete the following homework weekly:
- **Reading** - Your child will be given a levelled and pleasure book (if they do not have access to one at home). Your child needs to read their levelled reading books at least 4 times a week at home for around 15 minutes. Reading records need to be signed by an adult, including the date and numbers of pages read. If your child has finished the book, please indicate this so it can be changed.
- We also encourage children to read books for pleasure with you at home. These can be borrowed from school or can be books/magazines you have at home. Reading before bedtime is a lovely way to wind down after a busy day and allows for precious bonding time with your child. Please let us know what books you have enjoyed reading together using the book list pages in your child's reading record.
- Some children may be ready to progress on to 'free reader' books where they can choose what they would like to read. This will only occur when they can demonstrate fluency, expression and a deep understanding of what they have read at our highest reading level - 20. We have a wide range of books for Key Stage 2 children, so your child may be moved back onto a levelled reading book if deemed necessary to expose them to the variety of genres and vocabulary we can now offer. With the increased expectations of reading comprehension in the KS2 SATs, this is an imperative resource and will allow your child to feel more confident answering comprehension questions quickly, concisely and accurately.
- **Times Tables** - Children have access to Times Tables Rockstars to practise their times tables and we expect children to access this resource for at least 15 minutes per week. This is to ensure automaticity, quick and accurate recall and fast recognition of multiplication facts to support their mathematical thinking.
- **Maths and Grammar Homework** - Children will have ten maths questions and ten grammar questions each week to complete. These questions are based on their learning during the week and previous learning to embed their understanding. These questions will vary each week; if there are any issues with completing the questions, please speak to the teacher for guidance on how to complete the questions or which methods we adopt in school.

# Reading



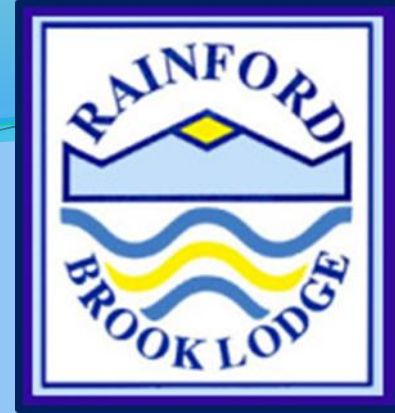
- Will be read with at least once per week with either Mrs Hayes, Mrs Pullen or Mrs Eden (alternating each week)
- Book bag book and pleasure books will be changed when they have been completed
- It is important that the children have an understanding of what they are reading.
- Now reading a whole class text at the end of the day. This is to develop children's 'love' for reading. Also give time to share books the children have enjoyed - adapt our class library based on this.
- Try to read books, magazines, newspapers together at home too
- First chapter Wednesdays to share books we've read
- Children can also bring books in to share with their friends

# Equipment



- Reading book & reading record - this should be in school every day.
- PE - If your child cannot do P.E., a letter or message must be sent in.
- Bags should only be book bag size NO bigger - these will be sent home.
- Water bottles should only contain water.
- Piercings must be covered up.
- Hair must be tied back (boys and girls) using blue/dark bobbles/bows.
- Please label all uniform, especially jumpers, cardigans and BOTH trainers.

# Water bottles and snack



- Clear water bottles - Children can keep these with them but they are placed under the table. No juice allowed.
- Children can bring in fruit or toast for morning playtime snack.

# Trips/Things going on in Y5

We will have a few trips across the year:

- Swimming - Autumn Term
- Western Approaches WW2 Museum in Liverpool- Autumn 2
- Bikeability - Usually February time
- Crucial Crew - Spring Term?
- Trip to Cobble Hey Farm in Garstang for DT - Summer
- Visit to the Synagogue in Allerton, Liverpool - Summer



# Working together

You can contact us by:

- Send an email via the school office email - these do get emailed straight to us. Please do not use teacher's personal emails.
- Making an appointment via the office.
- Parents evening.
- Please try not to ask questions first thing in a morning.
- Updates should be available via the school app and website.
- We will endeavour to return any calls/messages within 48 working hours



# Working together

We all want what is best for your children. If you can help us in any way

- A spare half hour, half a day or a full day?
- Good at art and craft?

If you can help us with any of these things please let us know.

We always have lots of ways of using an extra pair of hands!



# Absences

New national framework for penalty notices for school absences.

We have seen a rise in the number of unauthorised absences being taken (especially through holidays): we have more than the Local Authority average and over half our children classed as persistently absent (90% and below) have taken unauthorised absences through holidays.

- All holidays will be unauthorised.
- Must have proof of any appointments, otherwise this will also be unauthorised. Can be a text message, letter, appointment card
- Mild illness (sore throats, colds, etc.) please send them in. We will always call home if we feel they have deteriorated.
- 48 hours for vomiting and diarrhoea.
- Try to make appointments outside school hours
- Mr Taylor from the high school EWO (Education Welfare Officer) visits once per week



# Dates for your diary

Further dates will be announced via school communications