

Welcome to

Year 5



A little bit about us...

Classteacher - Overall responsibility for the class

Mr Williams

Additional Adults

Mrs Haylock – Will cover the class when the
Classteacher has planning time

Teaching Assistants

Consistent additional
adults will also support
learning in our classroom
regularly.



What will a typical week in Year 5 look like?

	9:00/10 – 10:10		10:10 – 10:35	1 0 : 3 5 – 1 1 : 0 0 – B r e a k T i m e i n c l u d i n g h a n d w a s h	11:00 – 12:00	12:00 – 12:55	1 2 : 5 5 – 1 : 2 0 – L u n c h t i m e , 1 : 2 0 – 1 : 4 0 – P l a y t i m	1:50 – 2:50	2:50 – 3:15
Mon day	9:10 – 9:30 Handwriting	9:30 – 10:00 GPS	10:00 – 10:35 PSHE		11:00-12:10 English	12:10 – 12:55 WCR Class Novel		1:50 – 2:45 Maths	2:45-3:15 Computing
Tues day	9:10 – 10:10 Maths		10:10 – 10:35 PSHE		11:00 – 12:10 English <i>Mrs Cox (until 11:40)</i>	12:10-12:55 WCR		1:50 – 2:50 Science/Topic	2:50 – 3:15 Class Novel
Wed res day	9:10 – 10:10 Times Tables/Maths Methods <i>PPA</i>		10:20 – 10:35 RE <i>PPA</i>		11:00-11:20 Spelling Test <i>PPA</i>	11:20-12:10 Outdoor Games	12:10-12:55 WCR	1:50 – 2:45 English	2:45 – 3:15 Spanish
Thur sday	9:10 – 10:35 Maths				11:00 – 12:10 English	12:10-12:55 WCR		1:50 – 2:50 Science/Topic	2:50 – 3:15 Class Novel
Frid ay	9:10 – 10:10 Maths		10:10 – 10:35 PSHE		11:00-11:20 Handwriting/ Spelling	11:20-12:10 Outdoor Games	12:10 – 12:55 WCR Class Novel	1:50 -2:45 Art/DT/Music	2:50 – 3:15 Class Novel



Daily Routines/Timetables

P.E.

Children will have PE lessons twice a week. These days will be confirmed over Class Dojo. Your child will need to come into school in their school PE kits on these days

Swimming (Y3, Y4, Y5)

This is planned for the Autumn Term

Guitar, Ukulele and Woodwind

Opportunities to start lessons are planned for the Autumn Term

Clubs

Opportunities to start clubs are planned for the Autumn Term:

Dance

Dodgeball

Football

Cross-Country



The National Curriculum - what does this mean for the children?

English: Writing

- Strong emphasis on spelling, punctuation and grammar (SPaG)
- Handwriting must be joined, fluent and legible
- Spoken English has a greater emphasis – presenting, debating etc.
- Developing a love of literature and being able to talk confidently about what they've read
 - strong links to secure writing!
- Drafting, evaluating and editing their own work with growing independence



The National Curriculum - what does this mean for the children?

English: Reading

- More children reading – greater engagement
- Focus on ‘high quality’ reading
- KS2 adopted whole class reading approach which highlights literature of interest
- Focus not only on ability to read but understanding what is read – VIPERS skills
- Reading with an adult into and throughout KS2
- Staff and adults reading children’s literature – encouraging whole family
 - Fundraiser – families to consider donating year group reading lists



The National Curriculum

How can you support with the Year 5 objectives for English?

Reading

- Talk about words – can your children define a word without using the word they are defining?
- Can your child predict what might happen?
- Can your child summarise what happened on a page, in a chapter, in a whole text?
- Can your child use a thesaurus and dictionary accurately and quickly?
- **Grammar:** Can your child spot different word classes: noun, adjectives, verbs, adverbs?

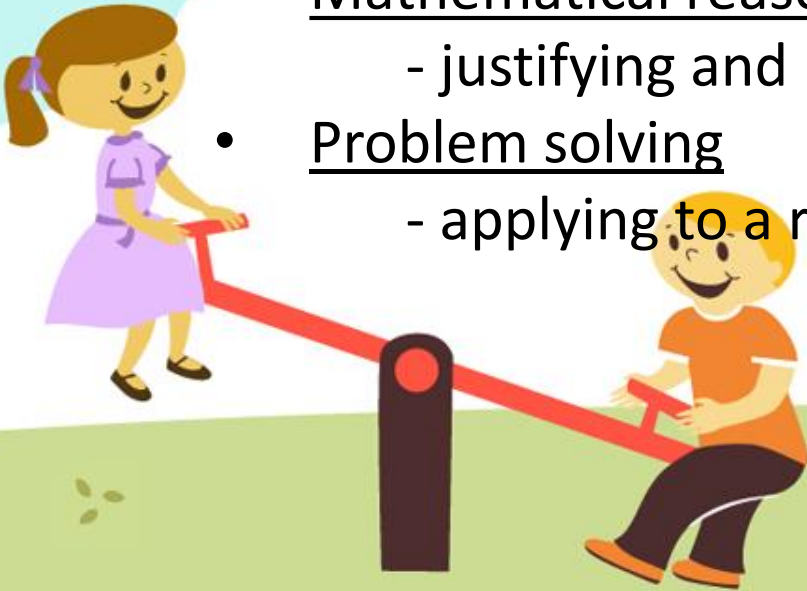


- **Writing:** When writing can they write in paragraphs and check their spelling and punctuation?
- **Spelling:** Can your child recognise prefixes (dis-, de-) and suffixes (-able, -ible)
- **Spelling:** Can your child spell homophones correctly? (cereal/serial, aloud/allowed, their/there/they're)

The National Curriculum - what does this mean for the children?

Maths

- Developing mathematical fluency
 - automatic recall of multiplication and division facts
 - converting freely between decimals, fractions and percentages
 - using efficient written methods
- Mathematical reasoning
 - justifying and proving their ideas
- Problem solving
 - applying to a range of problems and persevering in seeking solutions



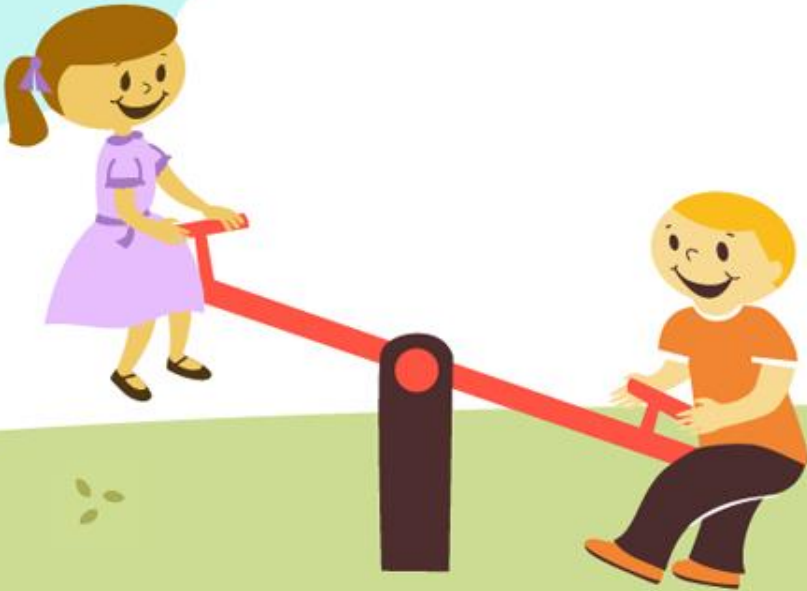
The National Curriculum

Maths - How can you help?

Practise addition and subtraction facts as often as possible.

Practise times tables 2-12 in as many ways as you can.

- Use maths practically in the home.
- Practise telling the time with analogue **and** digital clocks.
- Let them weigh ingredients for cooking.
- Let them help measure up for a new carpet.
- Go to the shops and buy something with real money.
- Count the change they find around the house.



The National Curriculum

The Broad and Balanced Curriculum

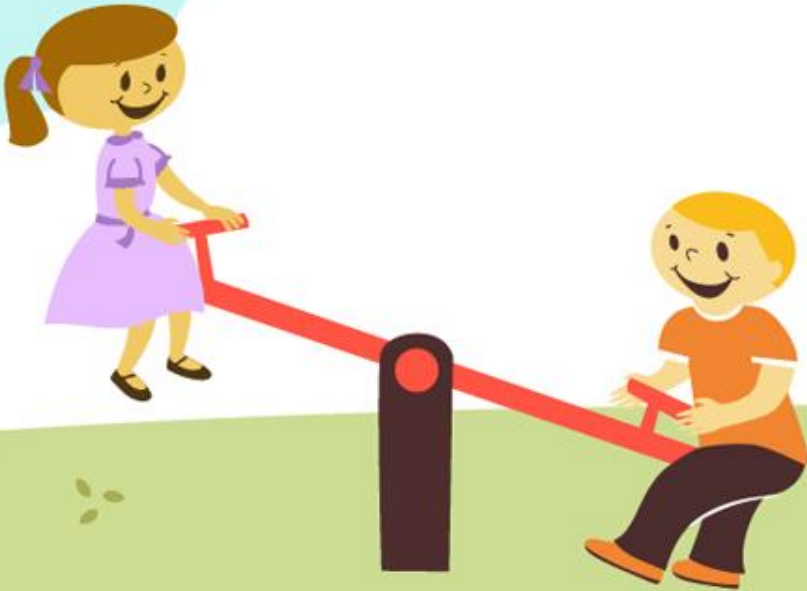
At High Lane Primary School, we strongly believe that interest and engagement encourages enthusiasm for learning. Our curriculum has been designed to captivate our children's curiosity. Our year group topics allow our children to develop key skills in a meaningful context. Children develop knowledge and skills in all subjects of the National Curriculum: English, Maths, Science, Computing, PSHE, PE, History, Geography, RE, Art and Design & Technology, Music and Spanish.

How can you help?

- Engage your child in family visits that support school topics and interests of your child

Encourage your child to:

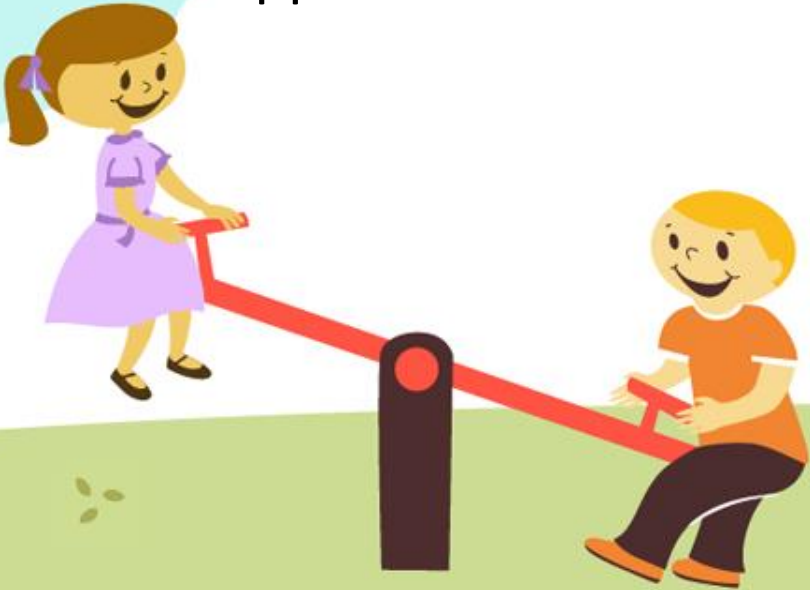
- ask questions and hypothesise about how things in our world work
- listen to different types of music or learn and practise an instrument
- join sports or creative arts clubs in or outside of school
- make and design things at home
- 'show off' their Spanish at home
- talk about the places you are travelling to – where they are and what they are like



The National Curriculum Wellbeing and Lifelong Learning

At High Lane, we believe that supporting children to build the skills they need for coping with life positively is incredibly important.

Through their PSHE curriculum.....
which support them in understanding how to be resilient, positive learners.



The National Curriculum

Wellbeing and Lifelong Learning

How can you help?

- Encourage your child to show you information from school
- Encourage your child to get their clothes, coat and snack ready the night before, ensuring they have everything they need for the next school day
- Promote table manners and social skills at home

How can the **children** help?



- Demonstrate greater independence
- To sit sensibly, have respect for others
- To follow the teacher's instructions



- To try their best to wash their hands properly
- To give homework to the teacher on time
- To listen and be respectful with support workers in class
- Maintain a growth mindset – ‘I can do it!’ ‘A mistake is a learning step!’

Assessment at High Lane

At High Lane, our priority is happy, healthy children who reach their full potential. We spend lots of time getting to know your children to better understand their strengths and areas where they may need more practice and support.

The 'Road to Recovery'

The past two years have been very unpredictable for children, families and school staff. We have worked hard as a school to develop a recovery curriculum to support the needs of our children. We feel confident in our curriculum as our practice is already to ensure we understand any gaps in learning and plan for learning that is personalised to meet your child's needs.

To help us to assess your child's understanding and progress we use:

- On-going assessment of work in books and discussions and interactions in class
- Recording independent application of knowledge and skills in a range of activities
- Assessments at the beginning and end of units to show progress
- End of term/year tests



Assessment at High Lane

Reporting your child's attainment and progress

We make judgements as to whether your child is working at 'age related expectations' throughout the year. We talk to you about these at parents evenings and report this through your child's end of year report. You can also contact your Classteacher at any time in the year to discuss your child's progress.



Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How we can help:

- Making sure your child is safe, happy, cared for and learning well whilst at school
- Keeping communication channels open
- Providing you with information like this
- Informing you of upcoming events
- Making you feel welcome when you visit
- Ensuring school rules are applied consistently



Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **you** can help:

- Ensure your child has all the equipment/uniform they need - including in date inhalers/medication
- Reinforce school rules when on school grounds (social distancing, keeping your child with you a all times, wearing a mask)
- Ensuring child's reading and homework books are in school on the correct days
- Keep communication channels open - Check Class Dojo and Parent Mail regularly!
- Attending meetings like this
 - Support fundraising and PTFA efforts where possible
 - Read with your child – develop their love of reading through visiting the library or book shops
 - Help your child learn how to tell the time both from analogue and digital clocks



What to do if you have a question or concern

- **First** – Please make an appointment to speak to see me. **Contact me through Class Dojo or phone the school office so we can arrange a time that is best to talk over the phone.** I will be able to take action to address it or suggest who can help.
- **Second** – If you feel that you need to take your concern further, you can make an appointment with Mrs Humphries.

If something happens at home that you feel we need to know about (e.g. family bereavement):

Please let us know as soon as possible if you are able.

This information is confidential and will only be shared on a 'need to know basis'.

Please contact the school office straight away if there are changes to contact details or your child's medical information



Class Dojo

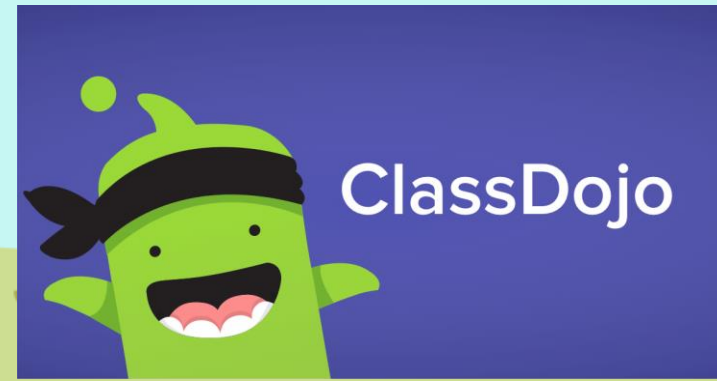
Class Dojo allows families to become part of our school community and is a great communication tool between home and school.

So that everybody can really make the most of Class Dojo, please remember these important points:

- Please ensure that any comments made are positive and linked to your child's learning or wellbeing.
- Teachers will try to respond to you within 3 working days. During the evenings and weekends, teachers may set their Dojo to 'quiet time' so do not expect a response during these times.
- **Do not** share photographs from Class Dojo on social media, when other children other than your own are in the photograph.
- Please **do not** use Class Dojo to inform teachers of absences or appointments. If in doubt of who to contact, please refer to the **Information for parents** leaflet sent home at the beginning of the year.



- We will be moving classes over to their new year groups and teachers at the end of the year.



Homework

Over the past few years, we have spent a lot of time designing our homework policy to ensure appropriate tasks and amount of homework is set for each age group. We have also spent the last year reflecting on how we can use our remote learning experiences to support us in improving our homework policy further and will continue to develop the policy with this in mind.

Daily Reading - It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home. Please complete the reading record with your child wherever possible.

Spellings - Spellings will be sent home via Class Dojo or Google Classroom and set electronically on Spelling Shed. They can be practiced on the spelling shed website or on separate pieces of paper.

Maths Shed Activities - Online activities will be set each week. Please let me know if your child cannot access these at home.



Please note...

Additional homework may start to be set via Class Dojo or Google Classrooms to support other areas of learning. A message will be sent via ClassDojo to confirm this as and when appropriate.

Please watch out for logins at the beginning of the year.



Reading

Reading is one of the most important parts of your child's development!

- It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home.
- Please complete the reading record with your child wherever possible. This helps us to understand the range of books your child is reading.
- Wherever possible, read with your child and develop their love of reading through visiting the library or book shops

Useful websites:

- <http://www.lovereadings4kids.co.uk>
- <http://www.readingzone.com/>
- <https://www.waterstones.com/campaign/books-of-the-month>



Percentile Rank	Minutes of Reading Per Day	Baseline - Words Read Per Year	Plus 10 Minutes - Words Read Per Year	Percentage Increase In Word Exposure
98	65	4,358,000	5,028,462	15%
90	21.1	1,823,000	2,686,981	47%
80	14.2	1,146,000	1,953,042	70%
70	9.6	622,000	1,269,917	104%
60	6.5	432,000	1,096,615	154%
50	4.6	282,000	895,043	217%
40	3.2	200,000	825,000	313%
30	1.8	106,000	694,889	556%
20	0.7	21,000	321,000	1429%
10	0.1	8,000	Based on reading level, ~300,000 words	
2	0	0		

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from *Adams (2006)*, with baseline data from *Anderson, Wilson and Fielding (1988)*.



What does your child need to have in school?

- School Uniform: Your child should wear school uniform on all days except PE days
- On PE days: Your child must wear the school PE kit – black shorts, white top (NB plain grey or black jogging trousers or leggings during the winter with school jumper). This should include trainers that your child can fasten themselves. Please be mindful of the weather as we move into winter.
- Your child needs a jumper or cardigan **every day** as the classroom is cooler when our windows are open.
- Your child needs a waterproof coat **every day**.

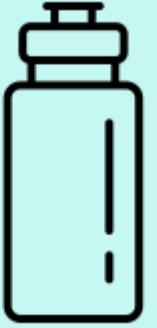


What does your child need to have in school?

- Your child needs to keep a face mask/scarf in school for first aid purposes.
- Your child may keep a wash bag in school with soap and moisturiser.
- A healthy **nut-free** snack in their **coat pocket**.
 - A lunchbox if your child has packed lunches.
 - ***If your child has a school dinner, please ensure you have made the menu selections on time.***
 - **Inhaler** (if needed)
 - Children **don't** need their own stationery, we have provided your child with their own pencil case with all the equipment they need.



Water Bottles



Children need to bring a clean water bottle to school everyday.

- In the morning, children will place their water bottles (filled and cleaned at home) into a container on their lunch trolley.
- Water bottles will then be cleaned and distributed in class.
- Water bottles will be taken home at the end of each day and returned each morning.

Please note...

Only water should be put in the water bottles

Only 0.5l water bottles with wide necks should be sent into school



Special Educational Needs and Disabilities

Children and young people with SEND have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age.

SEND can be in the areas of:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Around one in five children has SEND at some point during their school years. Some children have SEND right through their time in school.



What to do if you think your child may have SEND?

- Don't worry! There is a lot we can all do to make sure they are happy and learn well at school.
- Speak to your child's class teacher. They will make a note of your concerns and make sure they are passed on.
- Arrange an appointment to speak to the school SENCO (Mrs Humphries/Miss Royle).

You know your child best. Your opinions are invaluable in helping us to find the right support for him or her.



What will we do if we think your child may have SEND?

- We will talk with you about why we think your child may benefit from SEN Support.
- We may carry out additional assessments to help us personalise his/her learning.
- A shared plan will be put in place, with targets and strategies to help them (Support Plan). You will be asked for your input into this.
- They may be offered time in one of our intervention groups. These are usually led by teaching assistants. TAs are trained and experienced in leading the interventions we offer. **Not all children in interventions have SEND, some just need a little more time achieving an objective/concept.**
 - We may ask for additional input from external experts. You will always be asked for your permission before this happens.
 - We will ask you if you would like to share any background information from your child's early childhood that you feel is relevant to us understanding and supporting your child's needs.



- You can find out more about the school's approach to SEND from:

- The school's website

<http://www.hIGHLANE.stockport.sch.uk>

- Stockport's Local Offer Website – a 'one stop shop' for all things SEND.

<https://stockport.fsd.org.uk>

Or search 'Stockport SEND'



Thank you for your time.

Please do not hesitate to contact me via Class Dojo with any questions you may have.

