

Welcome to the Year 5 meet the teacher evening!



5H

Class teacher: [Miss Hansen](#)
Teaching assistant: [Mrs Kaur](#)

5E

Class teacher: [Miss Emery](#)
Teaching assistant: [Mrs Deas](#)

Other adults who work with us:
[Mr Griffiths](#), [Miss Butterill](#), [Karl](#), [Mrs Matthews](#)

UKS2 Phase Leader: [Mr Handley](#)

Aims of Year 5/UKS2

- ▶ Develop independence
- ▶ Taking on more responsibility (guinea pigs/homework diaries)
- ▶ Continuing to build and secure friendships and work to solve issues
- ▶ Continuing to promote a love of learning (full curriculum)
- ▶ Produce neat, consistent handwriting
- ▶ Take ownership of their work and routines (PE/MyMaths/Spellings)

Things to note

- ▶ Walking home
- ▶ Water bottles (water only) /snacks (healthy)
- ▶ PE kit on PE days
- ▶ School day- 8:45am- 3:25pm

Who to go to if you have a problem

Class Teacher - If this is a smaller issue e.g. child a bit upset this morning - a message can be passed to the teaching assistant/teacher on the door in a morning.

If you feel you need longer to speak with the class teacher in person (end of the day) or phone the school office and we will get back to you.

Mr Handley - UKS2 leader - Bigger issues you feel are being unresolved.

Mr Hurst- Deputy Headteacher

Mrs Meer and Mrs Medhurst- Headteachers

Homework

- ▶ **Spellings:** Spelling test each Monday based on rules. New spellings will also go out on a Monday
 - Year 5/6 spelling list also needs to be learnt (handout available)
- ▶ **MyMaths:** Set every **Monday due in the following Monday (from next week)**
 - Your children have the same log in details as the previous year.On occasion, we may send out a maths worksheet.
- ▶ **Key Instant Recall Facts (KIRFS):** Each half term, children will be given a KIRF sheet to take home. These are maths related key facts that the children need to be able to instantly recall.
- ▶ **Reading:** This year, Low Ash continues to focus on developing reading for pleasure. We have asked children to read to an adult or independently at least three times a week. Children will also have the opportunity to read for fun in school using the classroom reading corners, school library and if they wish to, the playground at break and lunch time.

Year 5 PE




- ▶ **PE:** Every **Tuesday and Wednesday** afternoon
 - Please ensure your child comes to school in correct PE Kit.
- ▶ Kit Reminder: Plain white T Shirt or with school logo
- ▶ Black or navy shorts
- ▶ Black, grey or navy long track suit bottoms for outdoor use only
- ▶ All items should be plain. Football kits etc. are not acceptable. Trainers should be brought for outdoor PE sessions.
- ▶ Long hair must be tied up for PE and no jewellery should be worn. If your child wears earrings (only small studs allowed), please make sure your child can remove them or that they are not worn on PE days.







Behaviour (a new system).







- ▶ **Aims to encourage independence, maturity, proactivity and responsibility.**
- ▶ **Restorative practise**
- ▶ **New ladder system**




Restorative practise

Has someone been hurt? YES NO

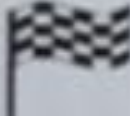
How was the 'hurt' caused?   

What are the details of this?      

How do the people involved feel?      

What needs to happen to resolve this?   








At Low Ash when we have resolved our problems it is finished.

We know we can ask for help if we need to. 

Whole school
behaviour ladder.

Parent, governor,
pupil and staff
consultation.

Consistency and
fairness are key.

| Pre-Stage 1: Reminder of Expectations | | |
|---------------------------------------|---|---|
| 1 |  <p>Verbal Warning We will not speak with home</p> | <p>Low-level disruption Swinging on chair, calling out, answering back or disrupting the learning of others Lack of respect for school property</p> |
| 2 |  <p>5-minute reflection We will not speak with home *Y4-6 lose behaviour point</p> | <p>Continuing low-level disruption You have not responded to your verbal warning</p> |
| 3 |  <p>*10-minute reflection We might need to speak with home</p> | <p>Inappropriate behaviour or language that was unintended Swearing (with no understanding of meaning), any form of discrimination</p> <p>Low-level physical contact Pushing to get somewhere Irritating physical contact e.g. tapping someone repeatedly</p> <p>Deliberate damage to school property or resources If it's your third 10-minute reflection in 1 week</p> |
| 4 |  <p>*Move to another class + 10-minute reflection We will speak with home</p> | <p>Physical contact but you didn't mean to hurt the other person e.g. Pushing to the front and someone falls over</p> <p>Damage to school property or resources that cannot be easily fixed e.g. sawing the table with a ruler, graffiti</p> <p>Refusal to follow an adult's instructions</p> |
| 5 |  <p>*Visit to Phase Leader or FLT member NOTE: minimum sanction is missing of next break/lunch We will speak with home</p> | <p>Intentional inappropriate behaviour or use of language Swearing or any form of discrimination</p> <p>Physical violence that intentionally causes harm Punching, kicking, fighting, push and/or pulling with deliberate force</p> <p>Lasting damage to school building, property or resources IT equipment, windows etc</p> |
| 6 |  <p>*Visit to Mr Hurst, Mrs Robinson or Miss Grimshaw We will speak with home</p> | <p>After two visits to the Phase Leader in 1 week</p> |
| 7 |  <p>*Visit to Headteacher We will speak with home</p> | <p>Further red or amber incidents even after visiting Mr Hurst, Mrs Robinson or Miss Grimshaw</p> |



Behaviour Points Record

Autumn Term

Name: _____

Class: _____

| | Monday | Tuesday | Wednesday | Thursday | Friday | Points Spent | Total | Notes |
|------------------|--------|---------|-----------|----------|--------|--------------|-------|-------|
| Week 1 | | | | | | | | |
| Week 2 | | | | | | | | |
| Week 3 | | | | | | | | |
| Week 4 | | | | | | | | |
| Week 5 | | | | | | | | |
| Week 6 | | | | | | | | |
| Week 7 | | | | | | | | |
| Half Term | | | | | | | | |
| Week 1 | | | | | | | | |
| Week 2 | | | | | | | | |
| Week 3 | | | | | | | | |
| Week 4 | | | | | | | | |
| Week 5 | | | | | | | | |
| Week 6 | | | | | | | | |
| Week 7 | | | | | | | | |

Points Shop

- ▶ Point shop open every Monday break time.
- ▶ Pupils can redeem points for different items.



LOW ASH
PRIMARY SCHOOL

40 points 

20 points 

100 points 


200 points = Extra playtime

300 points = Film Club

350 points = Trip to the park


100 points

English

- ▶ Spelling and handwriting: a big part of being able to achieve age related expectations by the end of the year. Homework on spellings reflects this.
- ▶ Reading: Children will have a reading lesson four times per week where we will focus on retrieval, inference and vocabulary based questions mainly.
- ▶ We also have a class book for story time and encourage the children to have their own book at school/home.
- ▶ Reading to your child and ensuring they read at home is vital - more so this year than ever before.
- ▶ Oracy: Each week we will have a talk lesson to develop communication skills such as: listening, debating, building upon others' points or challenging a point.

Our library



Writing

► A huge focus on recognising the audience and purpose of their writing.

► Use of paragraphs embedded.

New grammar skills

► Parenthesis () , , --

► Modal verbs

► Perfect and progressive tense

► Reported and direct speech

► Subordinate clauses

► Relative clauses

Adverbial
opener to
paragraph

Modal
verbs offer
degree of
possibility

WOOSHSHSH!

A light appeared.

Chapter 4 - I ^{Hunter} ~~beco~~ become a Huntress of Artemis

Out of the light came a person. A woman (wearing silver). I ~~reco~~ recognised who she was. She was Artemis (the Goddess of the Hunt).

"Thalia Grace, I have seen your mighty battle with the most feared creature on ~~the~~ Earth (the Nereid). I want you to become a Hunter. You will become immortal but you can never have ~~no~~ ~~affair~~ with men. You must stay as a maid. To ~~pledge~~ pledge to me say these words," spoke Artemis with confidence in her voice, "I pledge to thee, Artemis, the Goddess of the Hunt."

"I pledge to thee, Artemis, Goddess of the Hunt! I replied whilst kneeling on the floor."

"Come home now, child," Artemis said softly.

I gladly went towards her. I thought this was the end of ~~want~~ + monsters...

But I was wrong. It was only just the ~~beginning~~ beginning...

Use of commas to make meaning clear, brackets for parenthesis

Consistent, correct punctuation of dialogue

Ending of narrative is structured and organised effectively for its purpose and shows awareness of reader. Use of ellipsis for effect

Maths

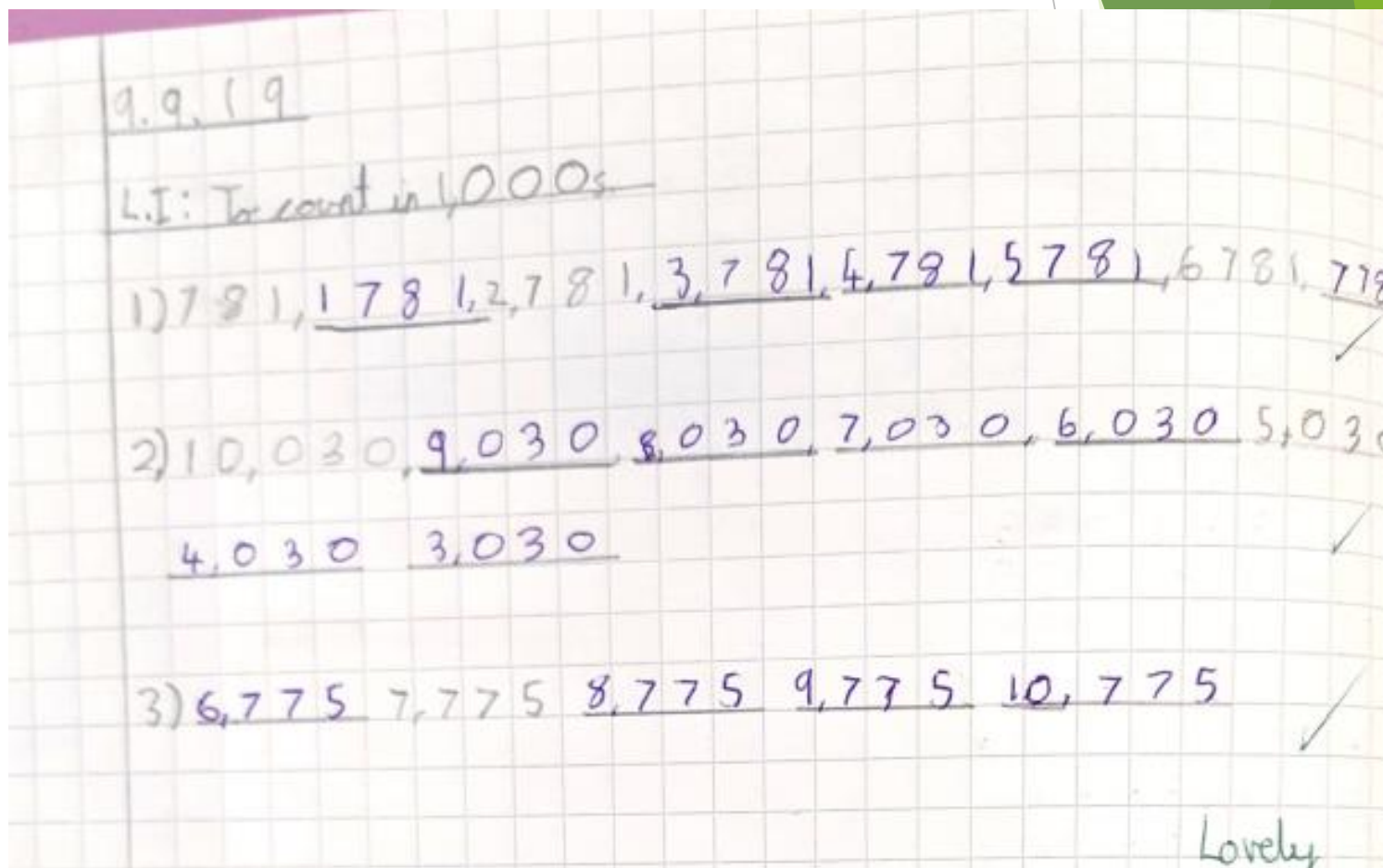
- ▶ Times tables: The government say children must learn up to their 12 times table by the end of year 4 (including the division facts!)
- ▶ If your child is not yet secure in their times tables, it is vital that they practise this regularly at home as well as in school.
 - times table challenges in class
 - constant practice at home
 - very helpful for all areas of Maths!
- ▶ Mastery questions and reasoning
 - prove it!
 - justify your answer...



Presentation

Again, presentation in Maths books will be looked at. We push hard for neat presentation too.

1 digit per box and all numbers to be written neatly and formed correctly.



Maths you can help with at home

- ▶ Times tables and corresponding division facts
- ▶ The four operations (adding, subtracting, multiplying, division)
- ▶ Telling the time: analogue and digital
(your child can wear a watch to school if they have one)
- ▶ Converting units of measurement (mm to cm etc.)
- ▶ Estimating : Weighing out ingredients/baking
- ▶ Working with money
- ▶ Arithmetic

Other curriculum areas

- ▶ Geography
- ▶ History
- ▶ Science
- ▶ RE & PHSE including SRE
- ▶ ICT
- ▶ Fantastic Fridays!
- ▶ French
- ▶ Music (trumpets)

Trips

- ▶ Industrial Museum (next half term).
- ▶ Saltaire (Spring term).
- ▶ Space Camp (Spring term).
- ▶ Nell Bank



How can you help us?

- ▶ Encouraging your child to do their homework
- ▶ Helping with MyMaths homework
- ▶ Listening to your child read and asking comprehension questions
- ▶ Helping your child learn their times tables (and division facts!)
- ▶ Helping your child learn their weekly spellings and any other words they find tricky
- ▶ Helping your child with their handwriting
- ▶ Making sure your child can use full stops and capital letters

- ▶ Notes for the class teacher in homework diaries (medical appointments, can't do swimming or PE, homework issues etc)

Any questions?