

# Welcome to the Year 5 “meet the teachers” evening!



**5S**

Class teacher: [Mrs Scaife](#)

**5B**

Class teacher: [Miss Burton](#)

Other adults who work with us:

[Mrs Cordingley](#), [Mr Renardson \(Karl\)](#), [Mr Griffiths](#)

UKS2 Phase Leader: [Mrs Livermore](#)

# Meet the Teachers

Mrs Scaife and Miss Burton



## Aims of Year 5/UKS2

- ▶ Develop independence
- ▶ Taking on more responsibility
- ▶ 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/Maths homework/spellings/reading)

# Uniform

- ▶ Mon, Thurs, Fri - School uniform and black shoes
  - ▶ Tues, Weds - PE kit
  - ▶ If your child has a sports club after school, please send them in uniform with their PE kit to change into at the end of the day.
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- ▶ No jewellery except small stud earrings
  - ▶ No nail varnish or false nails
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- ▶ OPAL - we encourage students keep in school a pair of named wellies for wet days

## 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/skorts
- ▶ Black, grey or navy long track suit bottoms or appropriate black leggings.
- ▶ Plain, unbranded trainers
- ▶ All items should be plain. Football kits etc. are not acceptable.
- ▶ 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.

# Things to note

- ▶ Walking home
- ▶ Water bottles (water only) /snacks (healthy)
- ▶ PE kit on PE days (not football kits)
- ▶ 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.

Mrs Livermore - 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)
- ▶ **Maths:** Set every **Monday due in the following Monday (from next week)**
  - This will be in worksheet form. Some teachers choose to use MyMaths but in Year 5 we have elected to use worksheets to better tailor this to our learning in class.
- ▶ **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 to build up their confidence and fluency. 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.

## Behaviour (an update).

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



# The Golden Rules



Be kind and caring  
towards others



Listen carefully and  
follow instructions





Be respectful towards  
other people and  
equipment






Be focused and  
committed to learning

# Restorative practice

Has someone been hurt? YES NO

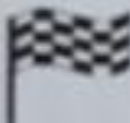
How was the 'hurt' caused?   

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		Verbal Warning No call home	<b>Low-level disruption</b> Swinging on chair, calling out, answering back or disrupting the learning of others Lack of respect for school property
2		5-minute reflection No call home *KS2- lose behaviour point	<b>Continuing low-level disruption</b> You have not responded to your verbal warning
3		10-minute reflection* We might need to call home	<b>Inappropriate behaviour or language that was unintended</b> Swearing (with no understanding of meaning), any form of discrimination  <b>Low-level physical contact</b> Pushing to get somewhere Irritating physical contact e.g. tapping someone repeatedly  <b>Disrespect shown towards an adult</b> e.g. answering back, not following an adult's instructions etc.  <b>Continuation of previous behaviours without improvement</b>
4		Move to another class for 10-minute reflection* Or spend some time with Mrs Kellett We will call home	<b>Physical contact but you didn't mean to hurt the other person</b> e.g. Pushing to the front and someone falls over  <b>Deliberate damage to property or resources</b>  <b>Continuation of previous behaviours without improvement</b>
5		Visit to Mrs Hooton/ Mrs Carr/ Mrs Livermore/ Mrs Robinson/ Mr Handley*  NOTE: minimum sanction is missing of next break/lunch  We will call home	<b>If there are repeated 10-minute reflections in consecutive weeks</b>  <b>If it's your third consecutive 10-minute reflection</b>  <b>Intentional inappropriate behaviour or use of language</b> Swearing or inciting violence  <b>Physical violence that intentionally causes harm</b> Punching, kicking, fighting, push and/or pulling with deliberate force  <b>Lasting damage to building, property or resources</b> IT equipment, windows etc
6		Visit to Mr Hurst or Mrs Robinson We will call home	<b>After two visits to Mrs Hooton/ Mrs Carr/ Mrs Livermore/ Ms Robinson or Mr Handley</b>  <b>Extreme case of physical violence</b>  <b>Any form of discrimination</b>
7		Visit to Headteacher We will call home	<b>Further Stage 5 or 6 incidents even after visiting Mr Hurst or Ms Robinson</b>



 <p><b>LOW ASH</b> PRIMARY SCHOOL</p>	<b>Behaviour Points Record</b>						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								
<div>Half Term</div>								
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.



# 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

WOOSH SHSH!

A light appeared.

Chapter 4 - I <sup>Hunter</sup> ~~bec~~ become a Huntress of Artemis

Out of the light came a person. A woman (wearing silver). I ~~recom~~ 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 Nemean). I want you to become a Hunter. You will become immortal but you can never have ~~an affair with me~~. 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...

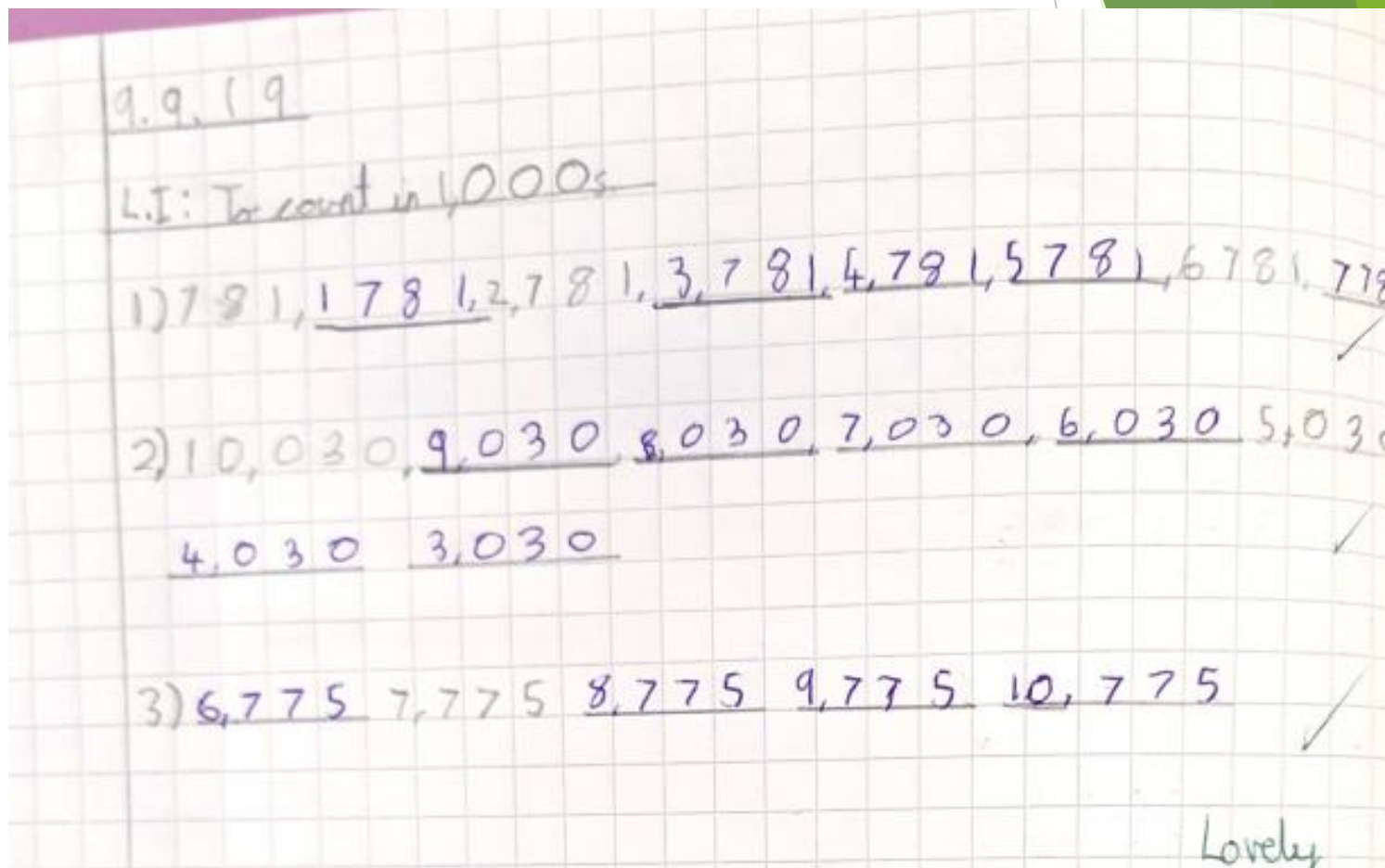




# Presentation

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 homework where needed
- ▶ 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?