

Welcome to Year 5



Low Ash Primary School



@LowAshPrimary1

Meet the team



Mr Whitaker - 5W Class Teacher

Miss Broadbent - 5B Class Teacher

Miss Emery - 5E Class Teacher

Mrs Carr and Mrs Livermore - Assistant heads and KS2 leads

Meet the team



Y5 Learning Support Assistants:

Mrs Mitchell, Mrs Hudson, Mrs Iqbal, Mrs Kaur, Mrs Geraghty, Miss Asim, Miss Holdcroft, Mrs Baldwin, Miss Coope & Mr Singh

Additional Teaching Staff:

Mrs Cordingley, Mrs Geraghty and Mrs Matthews

Aims of Year 5

- *Develop independence*
- *Have clear routines*
- *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, routines and behaviour*

Our Curriculum

Maths

Place value, calculation,
fractions*

English

Setting description on
the rainforest
Discussion text on
deforestation

Class novel

The Explorer and The
Great Kapok Tree

Science

Living things and their
habitats

History

The Industrial
Revolution

Geography

Spatial Sense - maps
skills etc

PSHE

The zones of regulation

MFL - Spanish

Greetings

RE

Special places and
journeys

Music

Trumpets

Computing

Coding

Art & DT

Moving toys and David
Hockney

PE

Dance and netball

Our Curriculum



Curriculum | Low Ash Primary Sch x +

https://lowash.bradford.sch.uk/curriculum/

Spotify Web Player Google X-Ray Goggles Google for Educati... Microsoft in Educati... Google Keep Login - CPOMS EVOLVE - Bradford... Home Spotify - Home

- CLUBS
- CURRICULUM BY SUBJECT ▾
 - ART
 - COMPUTING
 - DT
 - ENGLISH
 - GEOGRAPHY
 - HISTORY
 - MATHS
 - MFL
 - MUSIC
 - PE
 - PHONICS
 - PSHE
 - RE
 - RELATIONSHIPS AND SEX EDUCATION
 - SCIENCE
- CURRICULUM LONG TERM PLANS BY YEAR GROUP
- FANTASTIC FRIDAYS – ENRICHMENT AFTERNOONS
- HALF TERMLY CURRICULUM INFORMATION ▾
- HOMEWORK

Curriculum

We have worked hard to make the Low Ash curriculum exciting and engaging in which all pupils can 'be the best that they can be'. We believe that all stakeholders (pupils, parents, staff and governors) have an important part to play in the

ing Up
st Tweets

Translate »

Tweets from Follow

Uniform

Class 5W	Class 5B	Class 5E
Wednesday Friday	Monday Friday	Monday Thursday

- Pupils come to school in PE kit.
- School uniform
- 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.
- No jewellery except small stud earrings
- No nail varnish or false nails
- OPAL – we encourage students keep in school a pair of named wellies for wet days

Uniform

- *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.*

Homework in Year 5



Subject	Task	Day set/ due
Maths	Weekly Maths tasks linked to in-class learning	Wednesday
Spellings	Weekly spellings appropriate to attainment	Monday
Reading	3 x a week reading Reading book	Monday

Homework in Year 5






Homework Diary:






- To write in homework and spellings
- Record reading
- Can also be used by teachers and parents to communicate
- Please sign each week







Behaviour




- Independence, maturity and proactivity.
- 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. 

Behaviour



Be kind and caring
towards others



Listen carefully and
follow instructions











Be respectful towards
other people and
equipment



Be focused and
committed to learning

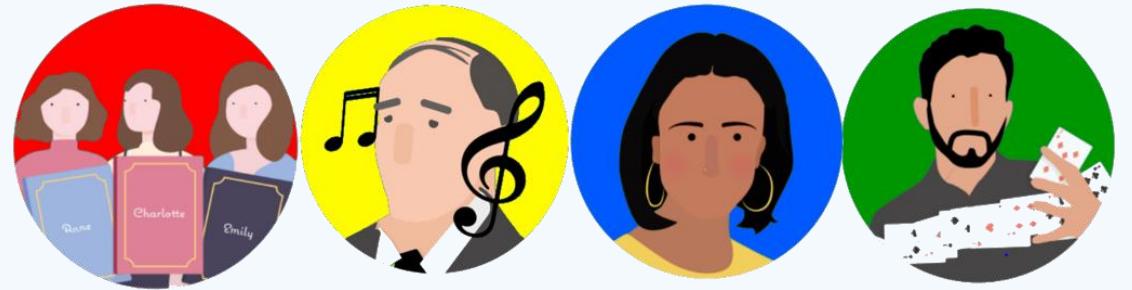
Behaviour

- Whole-school Behaviour Ladder
- Parent, governor, pupil and staff consultation.
- Consistency and fairness are key.

Behaviour Ladder- Pupil Guide (update 28.08.23)			
Pre-Stage 1: Reminder of Expectations			
1		Verbal Warning No call home	Low-level disruption 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	Continuing low-level disruption You have not responded to your verbal warning
3		10-minute reflection* We might need to call home	Inappropriate behaviour or language that was unintended <i>Swearing (with no understanding of meaning), any form of discrimination</i> Low-level physical contact <i>Pushing to get somewhere Irritating physical contact e.g. tapping someone repeatedly</i> Disrespect shown towards an adult <i>e.g. answering back, not following an adult's instructions etc.</i> Continuation of previous behaviours without improvement
4	 	Move to another class for 10 minute reflection Or spend some time with Ms Kellett We will call home	Physical contact but you didn't mean to hurt the other person <i>e.g. Pushing to the front and someone falls over</i> Continuation of previous behaviours without improvement
5		Visit to Phase Leader* Conversation with Parent/Carer NOTE: minimum sanction is missing of next break/lunch We will call home	If it's your third consecutive 10-minute reflection Intentional inappropriate behaviour or use of language <i>Swearing or inciting violence</i> Physical violence that intentionally causes harm <i>Punching, kicking, fighting, push and/or pulling with deliberate force</i> Lasting damage to school building, property or resources <i>IT equipment, windows etc</i>
6		Visit to Mr Hurst We will call home	After two visits to the Phase Leader Extreme case of physical violence Any form of discrimination
7		Visit to Headteacher We will call home	Further Stage 5 or 6 incidents even after visiting Mr Hurst

Behaviour

- *Four Houses: Bronte, Delius, Rani & Dynamo*
- *House Points are awarded by any staff member for any good behaviour etc around school.*



Trips

- Industrial Museum (next half term).
- Saltaire (Spring term).
- Space Camp (Spring term).
- Mountain walk



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

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 Carr or Mrs Livermore – KS2 leaders – Bigger issues you feel are being unresolved.
- Mr Hurst- Deputy Headteacher
- Mrs Medhurst- Headteacher

How can you help?

- Attendance and punctuality
- Encourage the use of the homework diary and sign it at the end of every week
- Read at least three times a week
- Encourage but also support and assist with independence and time management.
- Support the restorative practice process; encourage your child to bring issues to their class teacher or teaching assistant if during a lesson. Notify an adult on duty if at lunchtime or breaktime.



Thank you for joining us!

*All this information will be available shortly on
the school website or via SchoolPing*