

Welcome to Year 5 and 6

Year 5

Class Teacher – Mrs Bekiri

TA – Miss Paton

Class Saint - St Bernadette, Dignity

Year 6

Class Teacher – Mr Drew

TA – Miss Marranzini, Mrs Pell

Class Saint - St John-Paul II, Solidarity



General Expectations

- Set a good example to the rest of your school
- Respect and kindness
- Responsibilities (homework, belongings).
- Behaviour
- Positive learning attitude
- Correct uniform, including shirts being tucked in and black school shoes or trainers.
- PE kit to only be worn on PE days

PE

Year 5

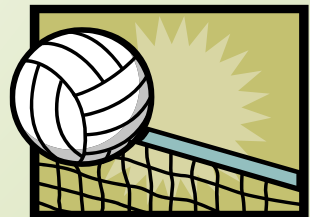
Wednesday and Friday

Year 6

Tuesday and Wednesdays

- Blue shorts
- Yellow school T-shirt
- Trainers
- Tracksuit for winter
- Please use an alternative kits for clubs
- No jewellery
- Forest Schools

(Year 5 Spring 1, Year 6 Summer 2)



Homework

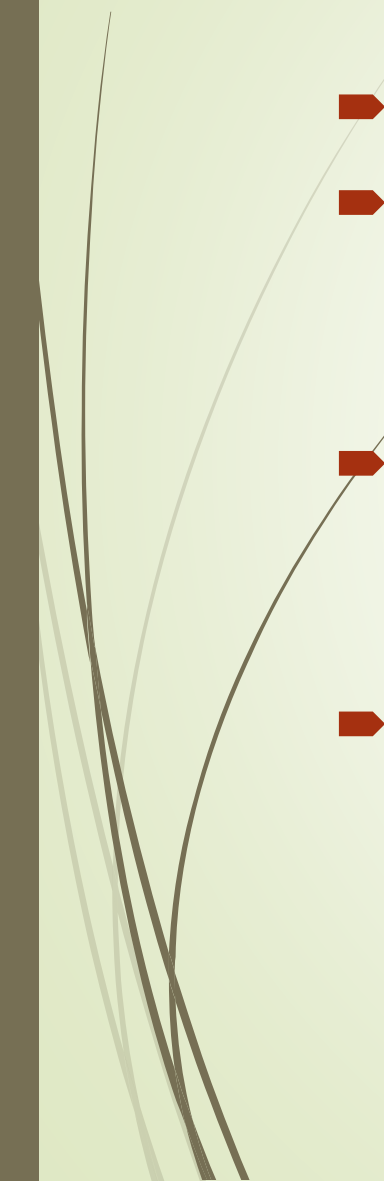
- Reinforces and extend work taking place in school.
- Encourages children to become more independent and organised in their learning.
- Involves you in your child's learning.
- Homework will be sent on Friday and due in on the following Friday. Please let us know if you have any questions regarding the homework.

Homework

- Spellings every week
- Reading to an adult 15-20 minutes daily
- Rehearse maths times tables (make it an everyday fun activity)
- MyMaths activities
- 1-2 pieces of topic homework
- Accelerated Reader quizzes
- Homework Club - Monday lunchtime



Helping With Maths

- **Golden Rule: Maths is fun!**
 - Whatever you do, try to make sure your child enjoys it.
 - If they struggle to understand, make mistakes, or get bored, take a break and re-visit.
 - Try not to say “ I was never any good at maths either!”
- 



Helping Your Child

- Help your child learn how to tell the time.
- Try to correct standard English in formal situations.
- Watch Newsround or read a newspaper with your child and discuss.
- Come and see us – Remember if it sounds odd, it probably is!



Reading

- Age appropriate books – please check the class list for suggestions as they will enable your child to reach the high expectations for the end of the year.
- Daily reading
- Reading Records will be checked weekly and should be in school every day.

Year 5 Topics - Autumn 1

- RE- Creation and Covenant – Moses and The Burning Bush
- English – HFL Essential Planning
- Maths – HFL Essential Planning.
- Science- Materials: Properties and Changes
- History – Vikings – Were they invaders, traders or something else?
- Art – Sculpture and 3D Art: Interactive Installation
- ICT- Online Safety, Search Engines
- PSHE- Being Me In My World / Feelings box, Special Person.
- Guided Reading – Ready Steady Comprehension

Year 6 Topics – Autumn 1

- RE- Creation and Covenant
- English – HFL Essential Planning
- Maths – HFL Essential Planning
- Science – Classification of Living Things
- History – Local Census
- Art- Photography
- ICT- Online Safety,
- PSHE- TenTen SRE
- Guided Reading – Ready Steady Comprehension

Year 5 Timetable

W/C	8.30-9.00	9.00-15	9:15-10:20	10:20 – 10:45		10.45-11:00	11:00 – 12:00		12.00-1:00	1:00-1.05	1.05-2:30		2:30-3:00	3:00-3:15
Mon	Registration Early morning work	Whole School Assembly	RE 1hr 30mins			B	English and Spelling		L	MEDITATION	Maths		Guided Reading	End of Day
Tue	Registration Early morning	9:00-9:45 Maths	9:45-10:15 Guided Reading	10:15-10:30 Maths fluency	10:30-10:45 Assembly	R	English and Spelling		U		RE 2:00-3:00 1hr		History 2:00-3:00	End of Day
Wed	Registration Early morning work	Assembly 9:00-9:15	PE		10:30-10:45 Maths fluency	E	English & Spelling 9:15-10:00 		N		Guided Reading 1:05-1:30	English	Maths	End of Day
Thur	Registration Early morning work	Assembly Hymn Practice	9:15-10:15 Maths		10:15-10:45 Guided reading	A	English & Spelling		C		Science 1:05-2:05 French 2:05-2:30		Computing 2:30-3:10	End of Day
Fri	Registration Early morning work	9:00-9:15 Celebration assembly	Art 9:15-10:15	10:15-10:30 Maths Fluency 10:30-10:45 Acts of Worship		K	Reading Comprehension 11:00-11:20 Music 11:20-11:45	11:45 Spelling Test TTRS Test	H		PE 1:05-1:50	PSHE 1:50 – 2:40		2:40-3:10 Pastoral Time End of day

Year 6 Timetable

ST PAUL'S CATHOLIC PRIMARY SCHOOL WEEKLY TIMETABLE



W/C 7.10.24	8.30-9.00	9.00-15	9:15-10:20	10:20 – 10:45	10.45 - 11:00	11:00 – 12:00	12.00-1:00	1:00-1.05	1.05-2:30	2:30-3:00	3:00 - 3:15		
Mon	Registration Early morning work CGP	Whole School Assembly	English 9:15-10	Maths 10-10:45	B	Split teach reading/maths fluency 11-12	L	MEDITATION	Split teach Maths focus 1-1:30	RE 1:30-3:00		End of day	
Tue	Registration Early morning work CGP – p.	Split teach Reading/maths fluency 9-10am		Maths 10-10:45	R	English & Spelling 11-12	U		Split teach Reading focus 1-1:45	PSHE	PE (indoor) 2.10-3.10pm	End of Day	
Wed	Registration Early morning work CGP – p.	Assembly 9:00-9:15	Split teach Reading/maths fluency 9-10		Maths 10-10:45	E	English & Spelling 11-12		N	Foundation subject		PE outdoor 2:10-3:10	Accelerated Reader End of Day
Thur PPA PM	Registration	Split teach Reading/maths fluency 9:00-10:00			Maths 10-10:45	A	English & Spelling 11-12		C	Foundation subject	Collective worship 2:15-2:30	Music/French 2:30-3:00	End of Day

Behaviour and Attitude

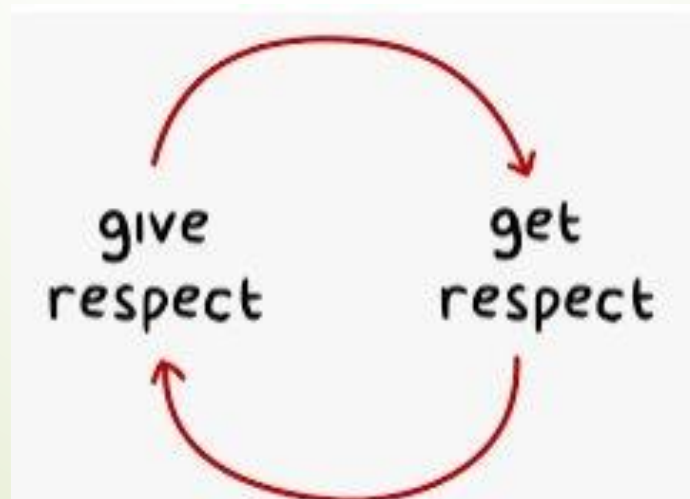
- We do expect all children to try their very best as we would like to see them take pride in their work.
- We do expect children to be in school on time every day looking smart.
- We do expect children to take responsibility for their reading book, reading record and spelling book.
- We do expect children to remember that learning does not end in school- it goes on through homework, family discussions and daily times tables and spelling.

Respect

We do expect our children to work hard, listen to and respect all adults, as well as each other.

We do promise to listen to our children, especially when something is worrying them.

We promise to ensure all our children are happy and grow into sensible, mature and independent individuals.



Why is this important?

Our school is a place of learning, a place of love.

Spiritual – We celebrate our life in Christ.

Teamwork – We play and work together.

Polite – We are polite and respect everyone we meet.

Always – We always try to do our best.

Understanding – We try to understand peoples' feelings.

Learning – We love to learn about our world in many different ways.

Sharing – We share our time, our gifts and our belongings.

Let the children to come to Me, and do not hinder them, for the kingdom of God belongs to them. Luke 18:16



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High expectations are key – zero tolerance approach

Reflection time



Behaviour reflection sheet

Name	Class	Date
What happened?	What was I thinking at the time?	What were others thinking at the time?
Who has been affected by my behaviour and how?	How can I repair relationships?	
	What have I learnt so I will respond differently next time?	
Teacher's Comments and Signature		Pupil Signature

Behaviour stages and consequences

Consequences:	Examples:
STAGE 1 <i>Strategies developed within the classroom. Examples of things to say or do may include:</i> - Praise positive behaviour from other learning - Review what is causing this learner to behave in this way, put actions in place and differentiate to lessen this pupil's anxiety or anger. - A look or a verbal warning (e.g. changing position in the classroom to be nearer the child to re-gain their attention) - A reminder of appropriate behaviour, delivered privately - Repeat reminders if reasonable - Caution: a clear verbal caution delivered privately, making the student aware of their behaviour and clearly outlining the consequences if they continue - If behaviour does not improve and if appropriate, the 30 second script may be used.	- Calling out inappropriately - Silly noises - Not listening - Talking in class whilst the teacher is talking - Shouting in the dining hall at lunchtime - Not lining up and walking quietly to class from break time. <i>(Show awareness of age appropriate behaviour)</i>
STAGE 2 <i>Examples of possible things to say or do may include:</i> - Use the strategies from previous stage - Make links with school behaviour expectations - Use the 30 second script as appropriate - If behaviour persists, child is sent to parallel class to complete a given task with the behaviour reflection sheet. A copy is sent home and a copy uploaded on CPOMS (incident logged on CPOMS) - Opportunity to resolve with another child - Conversation to explain, repair and resolve	- Persistently distracting others - Behaving inappropriately during meditation - Being unkind to other children - Name calling - Excluding others - Repeated ignoring adults' instructions - Being wasteful with resources
STAGE 3 <i>Examples of things to say or do may include:</i> - Use the strategies from previous stage - If behaviour continues, child will be sent to see a member of the SLT. A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. (incident logged on CPOMS) - Class teacher contacts parents/carers at the end of the school day - Short period of playtime is missed and child is supervised in class by teacher or TA. - Restorative Behaviour: child and adult discuss behaviour,	- Swearing - Answering back to any adult - Throwing food - Unsafe or risky behaviour - Low level physical misbehaviour(e.g. pushing, shoving, nudging) - Persistently not telling the truth

consequences and how to make reparation. - De-escalation script if appropriate - Protective consequences- removal of freedom to manage harm (eg: increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space) - Educational consequences- learning, rehearsing or teaching so freedom can be returned (eg: completing task, assisting with repairs, research, conversation and exploration) - Behaviour recorded and monitored on CPOMS	
STAGE 4 <i>Examples of things to say or do may include:</i> - Headteacher or Deputy Headteacher to deal with the incident alongside the class teacher and child. - Parents invited to school to discuss behaviour with a member of the SLT. - Restorative Behaviour: child and adult discuss behaviour, consequences and how to make reparation. - Child to fill in behaviour resolution form with adult if appropriate. <i>(Age and ability considered)</i> - Short period of playtime may be missed - Protective consequences - Educational consequences - Behaviour recorded and monitored on CPOMS. - Risk assessment (RRP) - Internal exclusion (noted on CPOMS) - Exclusion (see further guidance below) The Headteacher has the right to take immediate action in the case of any serious incident.	- Unsafe behaviour with malicious intent - Violent behaviour (eg: punch in the face with intent to injure) - Abusive swearing at a person - Sexual violence or harassment - Fighting - Stealing - Graffiti and vandalism - Deliberate damage to property - Intimidation - Bullying behaviour



How will we celebrate children who make the right choice?

- ▶ House points
- ▶ Headteacher stickers
- ▶ Weekly Awards
- ▶ Marvellous Me awards sent home to parents/carers
- ▶ Extra playtime in EYFS garden – class with least strikes
- ▶ End of term awards



School Expectations and Engagement

Reading, homework, uniform punctuality and attendance are all closely monitored to ensure your child receives the best education possible.

To ensure our expectations are met letter reminders will be sent out if needed.

Letter 1 – Reminder

Letter 2 – Meeting with teacher to discuss expectations

Letter 3 – Meeting with phase leader and teacher

Letter 4 – Meeting with a member of senior leadership team and teacher



Key Dates for Year 6

- ➡ SATS are scheduled for May
- ➡ PGL trip have been scheduled for 12th-15th October. You will get more information closer to the time.
- ➡ Reading Comprehension Parent Workshop- Wednesday 5th November 2025 9am
- ➡ Maths Parent Workshop Wednesday 19th November 2025 9am

First Aid, Pickup and Reminders

- Please let us know about any injuries which have happened outside of school
- If a child needs first aid in school, we will ask you to sign and date our form and we will give you a copy to keep.
- Siblings picking up must be 16+ and we must have permission for your child to go home with another person. Please let us know if they are going home with a friend's parents etc.
- Healthy snacks at break time please (fruit/vegetables)
- Named clothes
- Please ensure all children who wear shoes with laces know how to tie them!
- Please do not let your children bring in toys from home



Communication is key

A parent teacher partnership is vital to ensure that there are clear communication lines.

If you have any queries or concerns, please do not hesitate to contact us.

year5@stpauls373.herts.sch.uk

year6@stpauls373.herts.sch.uk

We will also send messages out on Marvellous Me and Seesaw

We look forward to working in partnership with you, to make these primary school years hugely successful and enjoyable for you and your child.