

Welcome to Year 5 and 6

Year 5

Class Teacher - Mrs Bekiri

TA - Miss Evans

Class Saint - St Bernadette, Dignity

Year 6

Class Teacher - Mr Drew

TA - Miss Marranzini

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 (no earrings)

PE

Year 5

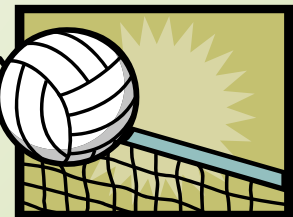
Monday and Friday

Year 6

Tuesday and Thursday

- Blue shorts
- Yellow school T-shirt
- Trainers
- Tracksuit for winter
- Please use an alternative kit 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 at least 3 times a week
- 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 - New ST Paul's Scheme
- Maths - HFL Essential Planning.
- Science- Materials: Mixtures and Separation
- 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 - New St Paul's Scheme
- Maths - HFL Essential Planning
- Science - Classification of Living Things
- History - Local Census
- Art- Photography
- ICT- Online Safety and history of computers
- PSHE- TenTen SRE
- Guided Reading - Ready Steady Comprehension

Year 5 Timetable

W/C	8.30-9.00	9.00-15	9:15-9:45	9:45 – 10:45		10.45-11:00	11:00 – 12:00		12.00-1:00	1:00-1.05	13:05 – 13:30	13:30-3:00		3:00 - 3:15	
Mon	Registrati on Early morning work	Whole School Assembly	Music	PE		B	English and Spelling		L	MEDITATION	Guided Reading	Maths and Maths Fluency		End of Day Story	
Tue	Registrati on Early morning	English and Spelling			10:30-10:45 Assembly	R	Maths		U		Guided Reading	13:30-15:00 RE		End of Day Story	
Wed	Registrati on Early morning work	Assembl y 9:00-9:15	Maths and Maths Fluency			E	English & Spelling		N		Guided Reading	13:30-14:30 RE	14:30-15:15 History		
Thur	Registrati on Early morning work	Assembl y Hymn Practice	9:15-10:15 Maths		10:15-10:45 Guided reading	A	English & Spelling		C		13:05-14:15 Science		14:15-15:00 Computing		End of Day Story
Fri	Registrati on Early morning work	9:00-9:15 Celebra tion assembly	Spelling Test 9:15 – 10:15 PSHE		10:15-10:45 Acts of Worship	K	11:00-11:30 Guided Reading	11:30-12:00 French	H		13:05 – 14:00 Art	14:00 – 14:40 PE		2:40-3:00 Pastoral Time End of day	

Year 6 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 L.O-To identify and use the features of dialogue.	Maths 10-10:45 Comparing and ordering numbers		B	Guided Reading/maths fluency 11-12 Lesson 3 Fiction		L	MEDITATION	Split teach Maths focus 1-1:30	RE 1:30-3:00		End of day
Tue Inset Day	Registration Early morning work CGP – p.	Guided Reading/maths fluency 9-10am Lesson 4 Fiction		Maths 10-10:45 Comparing numbers including to 3 decimal places		R	English & Spelling 11-12 L.O- To select and use ambitious vocabulary to create effective dialogue that reflects character and atmosphere.		U		Split teach Reading focus 1-1:45	PSHE Lesson 1	PE (indoor) 2.10-3.10pm Fitness	End of Day

Behaviour and Attitude

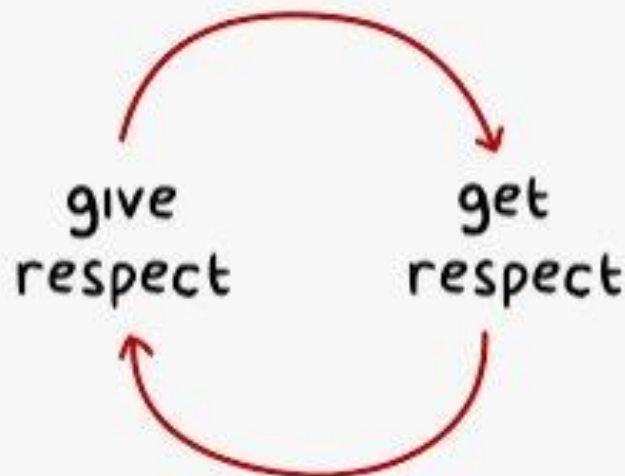
- We do expect all children to try their very best as we would like to see them take pride in their work.
- We do expect children to be in school on time every day looking smart.
- We do expect children to take responsibility for their reading book, reading record and spelling book.
- We do expect children 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
- ▶ 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 October. You will get more information closer to the time.
- Reading Comprehension Parent Workshop
Wednesday 4th November 9 - 11am
- Maths Parent Workshop
Wednesday 18th November 9-11am

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, you will receive an email from Medical Tracker informing you of this. In the case of a head bump, you will also receive a telephone call.
- 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.

Walking Home and Mobile Phones

In line with the new DfE guidance being implemented from September, children who walk home are permitted to bring a mobile phone to school if needed. However, phones must be handed in on arrival at school and will be securely stored during the school day.

This ensures that children can have access to a phone for their journey home, while maintaining our expectations around mobile phone use during the school day.

If you would like your child to walk home independently, please ensure that we have written parental permission before they begin doing so.



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

Messages and communication will be via 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.