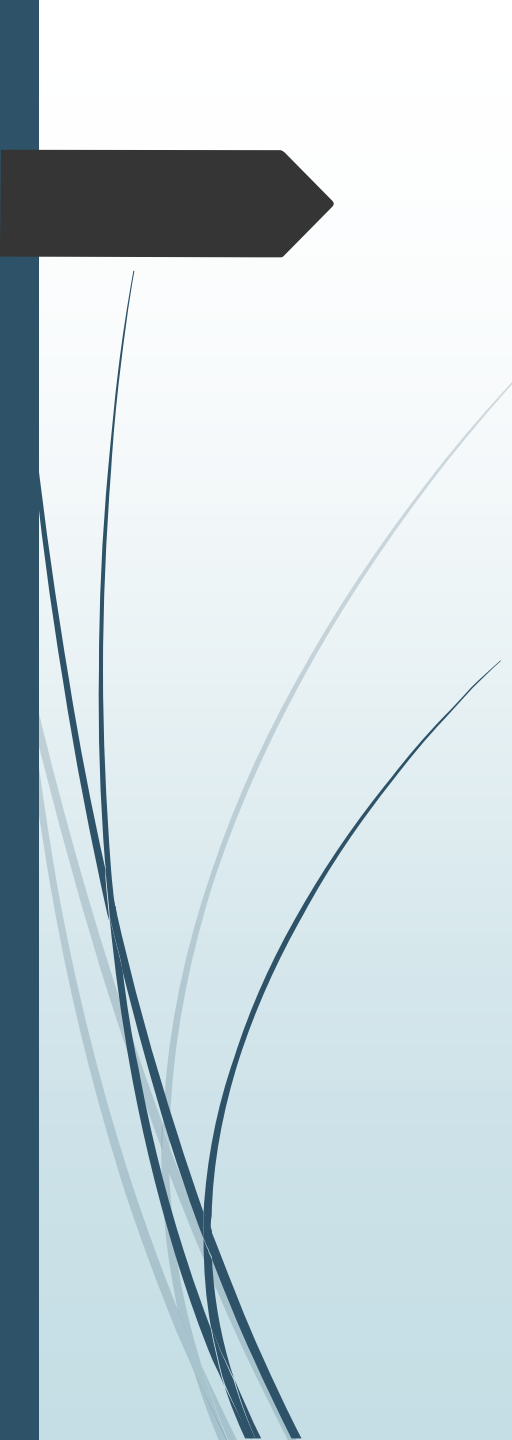




Welcome to Year 5



Staff in Year 5

Teachers

- ☐ Miss Findlay 5F (Mrs Dowds on Mondays)
- ☐ Mrs Nutt – 5N
- ☐ Madame Wallace - French
- ☐ Mrs Edgar - Art / DT

Teaching assistants

- ☐ Mrs Edgar
- ☐ Mrs Bishop
- ☐ Mrs Apps
- ☐ Miss Porter



Communication and Letters



- Communication will need to go through the office. Any letters brought in to school will need to be handed in at the office.
- All payments can also be made online - please speak to the office for more information.
- If you need to speak to one of the teachers – you can catch us at the end of the day at collection, or for an urgent issue, when you drop-off in the morning. Alternatively, you can send an email via the office for our attention, and we will deal with it as soon as we possibly can.
- Each half term we will send home an overview so you can see what we are covering in all our subjects.
- We will also send home a weekly email which will include the spellings for the following week, the Home Learning task and the Mathematics tasks we have set.
- Learning Conversation will be held in the Autumn and Spring terms and the end of Year report sent home in the Summer.

Relationships & Behaviour

- Building Relationships is at the heart of our policy & procedures
- Positive Recognition – House points
- Consistent routines and expectations
- THRIVE
- Therapeutic Thinking
- Co-regulation and explicit teaching
- Support and interventions
- OPAL – positive postcards
- Learning Characteristics – Hand of success





Ready, Respectful, Safe

- We are promoting “Ready, Respectful, Safe” at St Edmunds.
- This means that we are “Ready to Learn”
- “Respectful” of others and our environment.
- “Safe” in our actions and choices.

Rights Respecting Schools (RRS)

**WE ARE A UNICEF GOLD
RIGHTS RESPECTING SCHOOL**



**Children's rights are learned, understood
and lived in this school.**



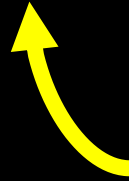
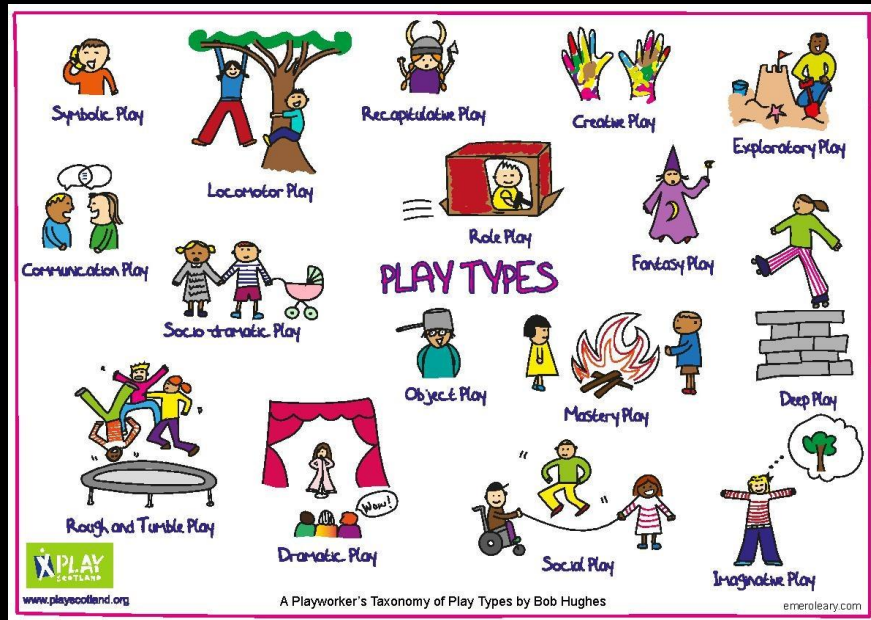
- We are proud to be a Gold Rights Respecting School.
- This reinforces our message of being Ready, Respectful and Safe.
- Pupils are taught about their Rights as human beings and how we can ensure these rights are met at our school.
- Pupils will learn about their rights in assemblies and class reflection time.
- The School council and Eco council will help to highlight the importance of these.
- Updates on our Rights Respecting Schools journey will be found in our School Newsletter.

Helping to keep our children safe online

Reminders:

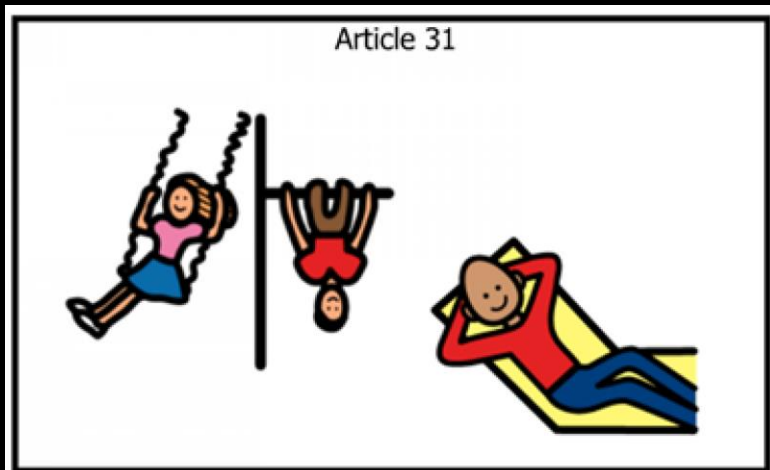
- **Be involved in your child's online life** - Consider what parental controls you have in place at home to filter inappropriate content. Do you monitor your child's online activity? Do you check the privacy settings on tablets, phones, laptops? Are the devices your child uses kept in a communal space in the home, so you are aware of what they are accessing?
- **Limit your child's time spent online** to support the development of healthy habits (especially before going to bed)
- Have you talked to your child about **what to do if they feel unsafe online**? Not everyone is who they say they are.
- **Are you APP aware?** - Age restrictions – most social media apps require children to be 13+ to access them. (TikTok, WhatsApp, Instagram, Snapchat, Discord etc)
- Only children in Year 6 are permitted to bring a phone to school (if they are walking home). These are handed in to the office for safe keeping during the day. No access to these is permitted whilst in school.
- We ask that children **do not wear smart watches to school**. Notifications cause a distraction from their learning and online connectivity could pose a risk to themselves and others when in school. Any smart watch worn to school will be stored in the office, as per mobile phones, and these will then be available to collect at the end of the school day.

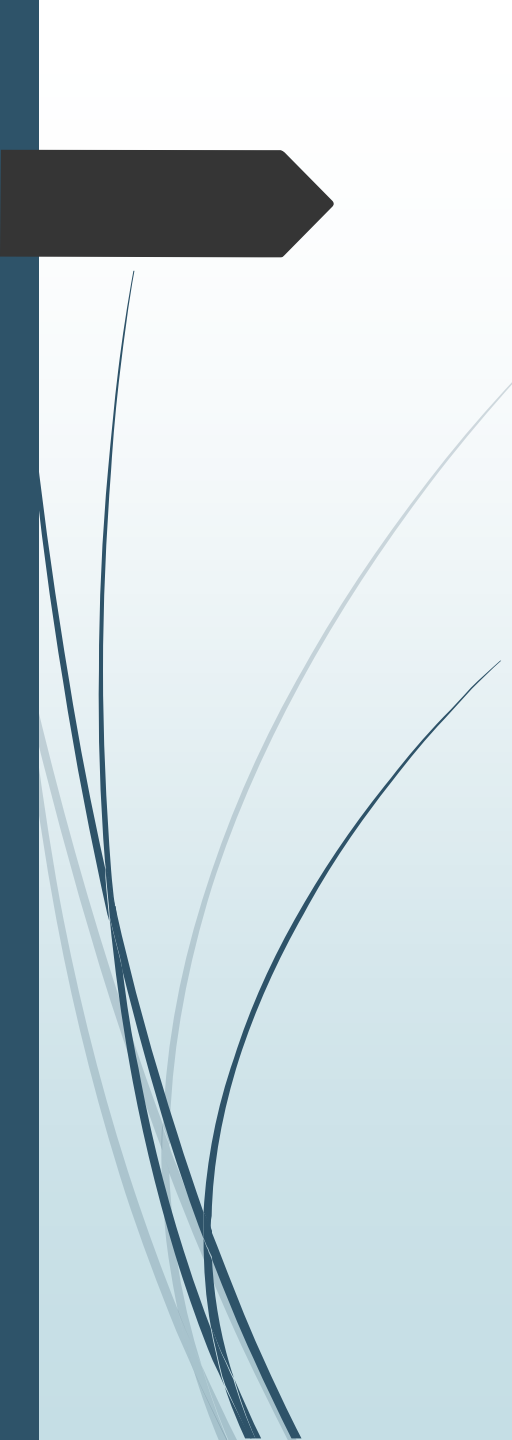
OPAL – Playing together at St Edmunds



Access to ALL of the grounds, ALL of the year, for ALL children

Article 31 – The right to rest and play





Topics taught this year

- Topics will include:

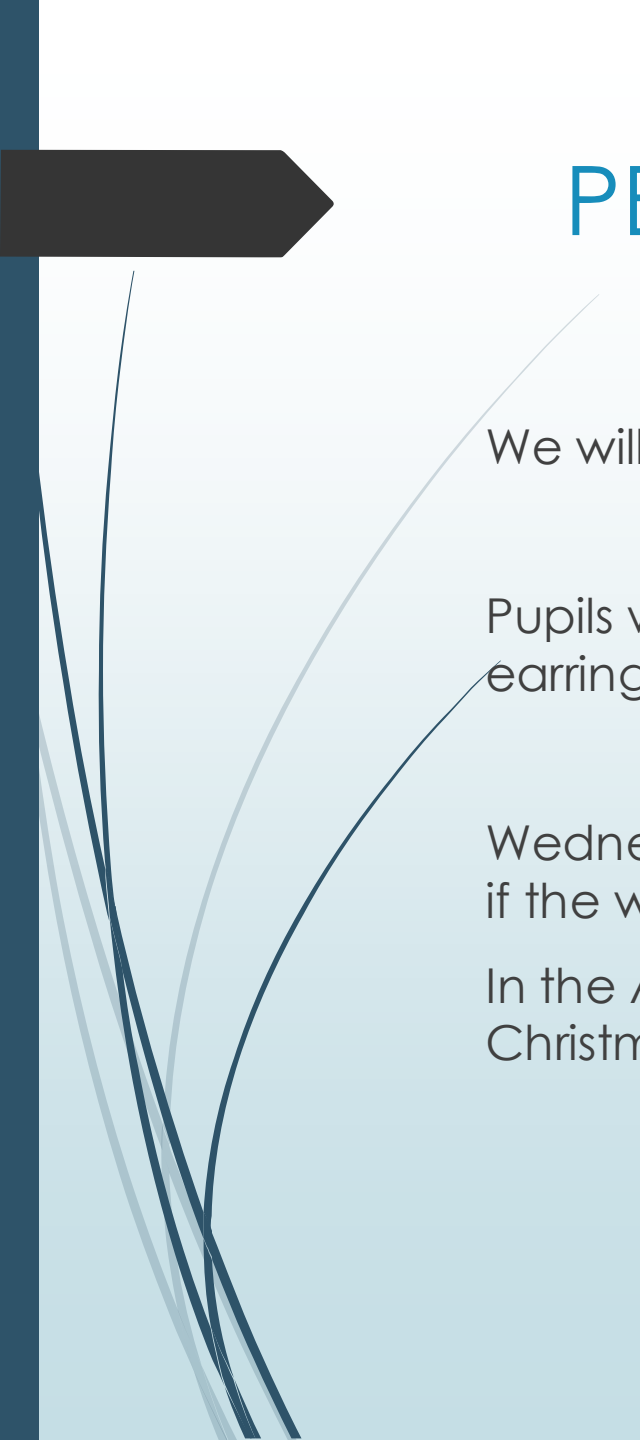
Geography – Countries and biomes, 4 and 6 figure grid references, OS map reading

History – Ancient Greeks , comparing Mayans and Anglo-Saxons

Science – Properties of materials, Forces and gravity, Living things and habitats, Earth in Space, Animals including humans.

- Every half term we will send home an overview of the learning for each subject so that you know the areas we are covering.

- Art or DT (alternative half terms) taught by Mrs Edgar and French with Madame Wallace will be on Friday afternoons.



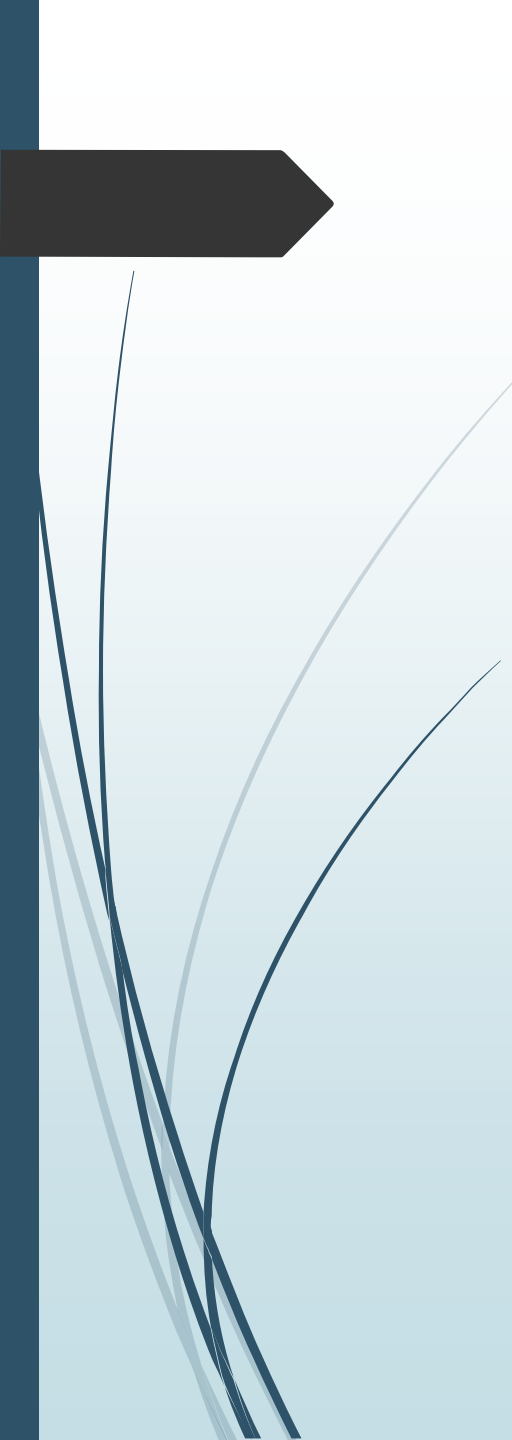
PE days

We will be doing PE on **Wednesdays** and **Thursdays**.

Pupils will need to come to school wearing their PE kit. Please make sure that earrings have been taken out on these days and long hair is tied back.

Wednesday is our outdoor slot for PE, we recommend bringing a spare pair of shoes if the weather is wet. Thursday is our indoor PE.

In the Autumn Term 5F will be going swimming on Wednesday mornings and after Christmas 5N will be swimming. Information regarding this will be sent separately.



Uniform

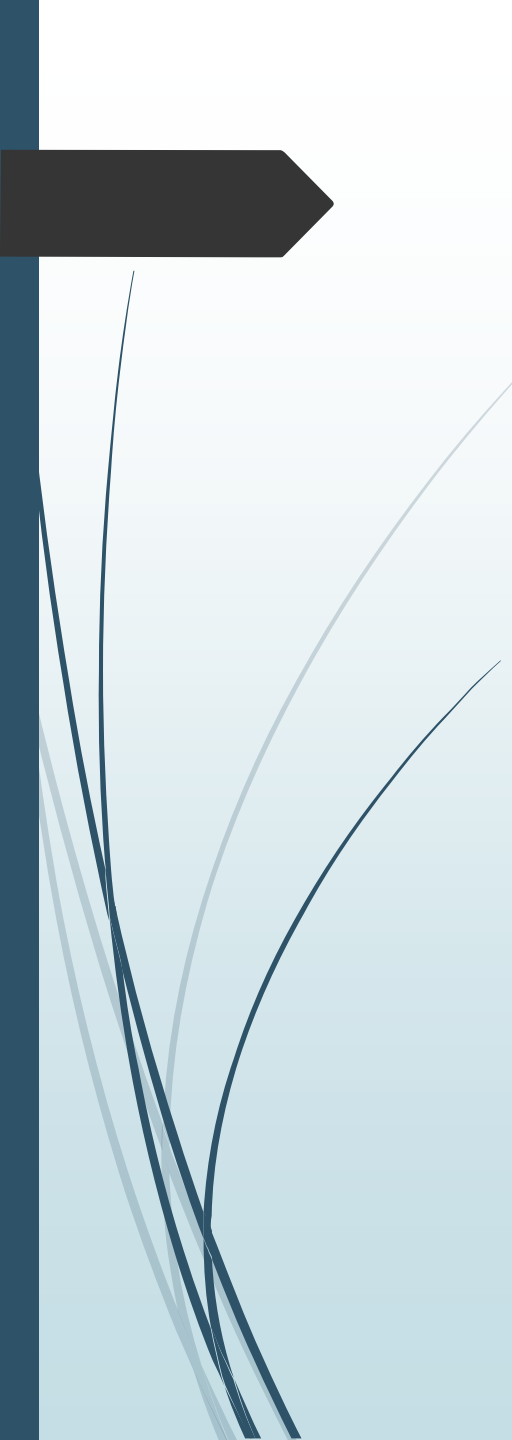
► **Winter Uniform**

- Grey trousers (formal tailored – not leggings) OR Navy blue pleated skirt or navy blue tunic
- White shirt/blouse.
- Royal blue cardigan or jumper with school badge.
- Royal blue and gold tie.
- Black or navy blue socks or tights, or grey/white socks.
- Low heeled navy or black shoes (no trainers).
- Black or Navy raincoat or anorak.
- Hair tied back (boys and girls)



➤ **Summer Uniform**

- White short sleeved shirt & tie OR White short sleeved embroidered polo shirt.
- Grey shorts OR Blue and white gingham dress.
- White socks.
- Low heeled black/navy sandals – not open-toed or open heeled.
- Hair tied back (boys and girls)



Healthy snacks

Includes fruit, vegetables, plain crackers or breadsticks and cheese chunks.

Items like Cheese Strings, cereal bars, fruit winders, crisps, pepperoni/Peperami sticks, smoothies and nuts are not appropriate.



Home Learning and Learning Logs

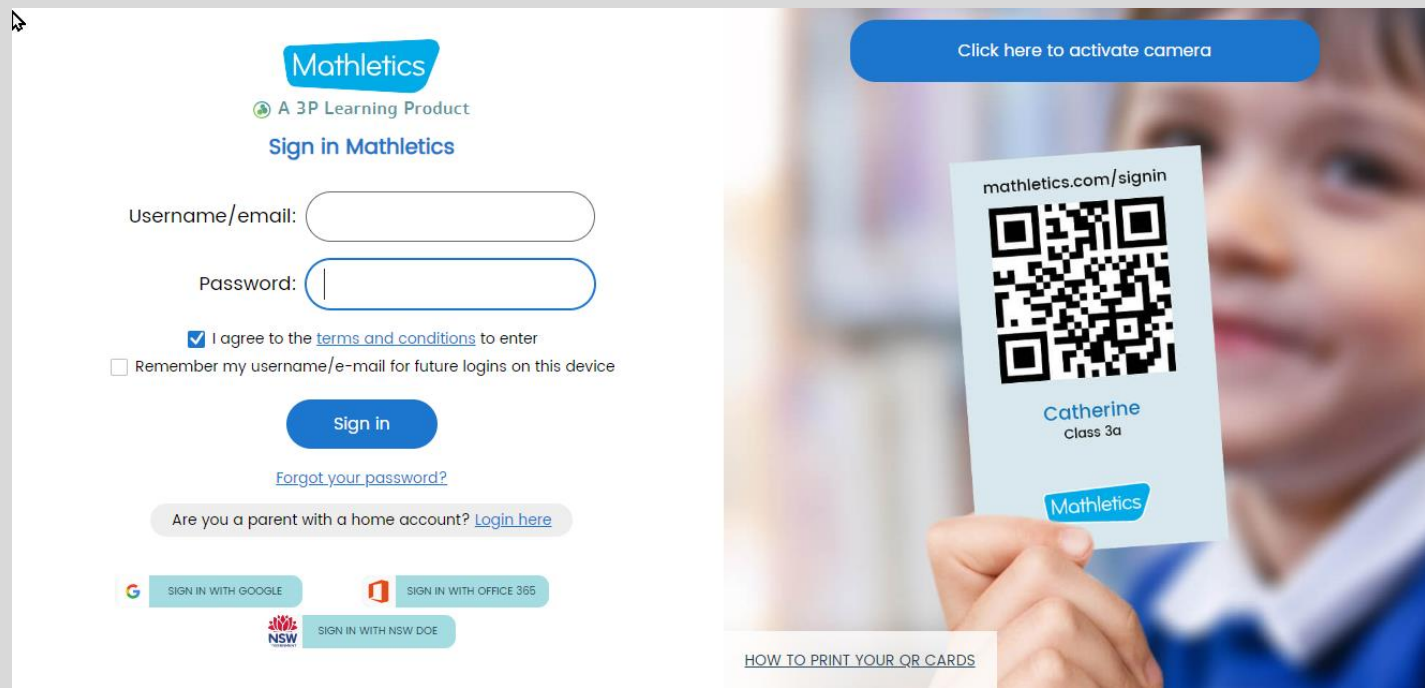
- Your child should be aiming to read at least 5 times a week as a minimum; this can include discussions around the book. It is also recommended to read to your child whenever possible.
- Times Tables – are extremely important in Year 5 and 6, children should be aiming to use Timestable Rockstars and Mathletics each week.
- If you need the login information, please contact the office.
- Each week there will be Mathletics tasks set for your child to complete, which is linked to our class learning.
- Wednesday – Learning logs need to be returned.
- Friday – New learning log tasks will be given.

Online Maths Programmes

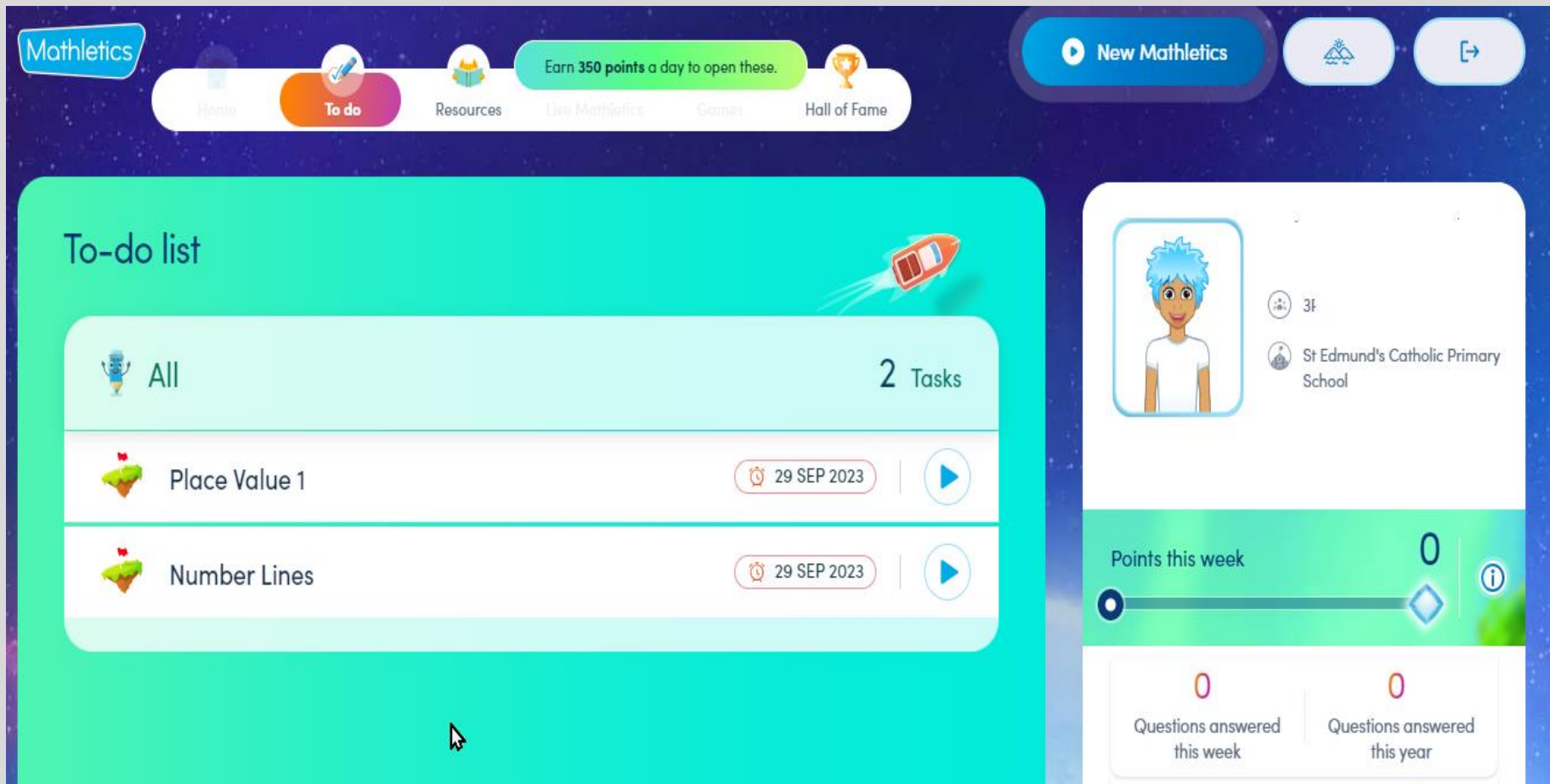


The log on details were sent to you in the form of a letter when your child first started the school.

Your child should complete a minimum of **10 minutes** a week on TTRS (Years 1 to 6)



- Your child has a passcode slip similar to above. They can log in automatically by scanning the QR code or the user name and password on the card.
- We ask for a minimum of **10 minutes** practise at home each week.
- Your child's teacher will set at least one homework task a week.
- Once they complete the homework task, they can choose to do anything else on Mathletics.



Homework tasks will appear on the To-do list when the children first log on.



When children have completed their homework, they can then participate in quests, live Mathletics and much more.

Handwriting Scheme



- New scheme introduced across the federation.
- 20-minute sessions 3 times a week.
- 4 strands of learning in each session to create fluency and automaticity in handwriting.
- More information is on the school website.

✓ Making bodies stronger	✓ Learning the letters	✓ Holding the pencil	✓ Flow and fluency
Physical strengthening of the body	Dynamic movements for learning letter shapes	Optimal pencil hold for speed and legibility	Speed and stamina developed
Motor and spatial preparation	Sensory experiences for memory and recall	Diagnostic photos for addressing issues	Economy of movement and use of rhythm for speed
			Joining letters in a 12 week programme

Handwriting

- This scheme looks at muscular strength, posture and handwriting grip in addition to letter formation.
- Pens/Pencils and Whiteboard pens have a triangular grip to aid writing.



Window Cleaner Family



Bounce and Skip, in the city
Made a mess, what a pity!
Squeegees set, ladders high,
Windows washed, wipe them dry,
Wash wipe wash wipe wash wipe.
Down-bump. Flick (the water off).
Down-bump. Flick (the water off).

Target Family Feature	Target Letters	Target Pairs
		
 	 	





Sounds Write Phonics



- Scheme used across the school from EYs to Y6 (alphabet code knowledge, alternative spellings, polysyllabic words)
- Children are taught to listen to sounds in words and then taught the spellings that make those sounds
- It focuses on precise pronunciation, sounds taught in context of words and not in isolation, no pictures or actions to represent sounds, no teaching of rules
- Teaching sequence constantly builds on prior knowledge and gives children time to rehearse and practise



Sounds Write Phonics

- In KS2 there is more emphasis on splitting words into their syllables for reading and spelling:

au | t o | bi | o | gra | phi | cal

- Words are also sometimes split according to their meaning:

auto | bio | graph | ic | al

self life writing to do with



Spellings

- Spellings will be sent home for children to practise what they have learnt in the classroom
- Spellings will come home with the weekly notices showing you how they are split into their sounds or syllables, e.g. mat chip shelf rain light
sand|pit ca|len|dar a|cco|mo|date
- Encourage your child to “Say the sounds and write the word” as they are writing



How to support your child at home

Say the sounds and
read the word.

Say the sounds and
write the word.

- If your child makes a mistake, repeat the phrases above and/or point with your finger to the error to see if they can fix it themselves
- In KS2 the children can move on to saying the syllables and reading/spelling the word
- Aim to practise reading and spellings at least five times a week

Writing at St Edmunds



[Talk for Writing | Improving Literacy Outcomes in Schools](#)

Learning the text version orally and internalising the pattern of language within it is at the heart of the Talk for Writing approach.



The 3 stages of Talk for Writing:

Imitation

(Knowing the model text)

Innovation

(New version)

Independent Application

(Creating your own)



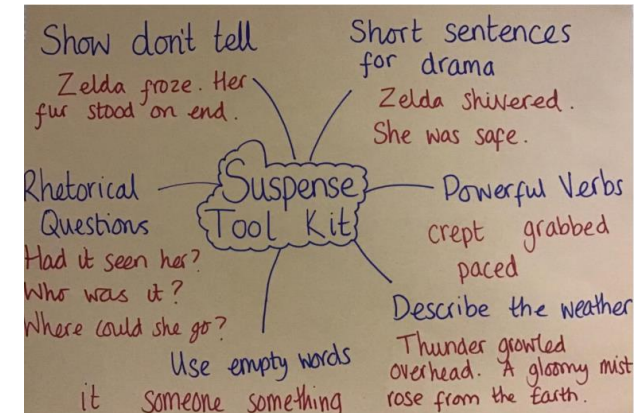
Story/text maps.

This is a visual representation of the model text. Children use the text map with actions to learn and internalise the text.

Throughout the process children will:

- focus on oracy and vocabulary development
- do daily sentence/grammar/spelling games
- engage in drama and role-play
- use toolkits based on the features of their text type

Rain-soaked, the tawny **owl** waits.
Its **eyes** are like forlorn planets.
The thin **beak** curves like a coin's edge.
Owl ruffles its freckled **feathers**,
Scowls as it dangles
its damaged, speckled **wing**.
Cold **legs** in furry tights
and **talons** grip the stone wall.



- create spine poems to develop ambitious vocabulary and imagination
- be involved in shared writing, where being a writer is modelled by the teacher
- do 'short burst writing' to explore and practice the language and skills needed to write
- be exposed to different text types through the year

RE at St Edmunds.





RE curriculum is now being followed by the whole school that has been designed and approved by the Bishops of England.

It is based on the liturgical year and is divided into 6 branches, one for each half term. It is structured this way so that so that the children can build on their knowledge of each branch every year.

To know You more clearly

The Religious Education Directory
*for Catholic Schools, Academies and Colleges
in England and Wales*



**Religious
Education
Directory**



**Galilee to
Jerusalem**

**Desert to
Garden**

**Prophecy and
Promise**

**To the Ends
of the Earth**

**Creation and
Covenant**

**Dialogue and
Encounter**



A Prayer for the New School Year:

Teacher

Loving God, we thank you for this new school year and for the opportunity to learn and grow.

We ask for your Holy Spirit to guide us as teachers and parents of our children and help us work and learn together in God's love.

Bless our teachers, that they may inspire our children with knowledge, wisdom and kindness.

Bless our children, that they may be receptive to learning and eager to share their gifts.

Bless our school families as they support our children in their education journey.

May our school community be a place of faith, of hope, and of love.

Let this year be filled with opportunities for growth, discovery, learning and a deeper understanding of your love. We ask this in the name of Jesus, your Son, our Lord. Amen.

ALL

Our Father....

