



Year 5 Parent & Carer Meeting

13th September 2024

Welcome!



Meet our Year 5 Team!



Miss S Leese

YEAR 5 TEACHER (ORANGUTANS)



Mrs A Shepherd

YEAR 5 TEACHER (GHARIALS)



Miss C Seymour

YEAR 5 TEACHER (GHARIALS)



Mrs M Medhurst

YEAR 5 TEACHING ASSISTANT



Miss E Bright

HIGHER LEVEL TEACHING ASSISTANT

Miss Leese
Orangutans Teacher

Mrs Shepherd
Gharials Teacher
Mon & Tue

Miss Seymour
Gharials Teacher
Wed, Thur & Fri

Mrs Medhurst
Year 5 TA

Miss Bright
PPA Cover

Our Daily Timetable



	8:50-9:00	9:00-9:15	9:15-9:25	9:25-10:25	10:25-10:50	10:50-11:05	11:05-12:05	12:05-12:15	12:15-1:15	1:15-1:30	1:30-2:15	2:15-3:00	3:00-3:20
MONDAY	EMW and Registration (Handwriting Skills Focus)	Assembly	SPAG	English	Reading	Break	Maths	Spelling	Lunch	Independent reading	Computing	Science	Class Story
TUESDAY	EMW and Registration (Handwriting Skills Focus)	Assembly	SPAG	English	Reading	Break	Maths	Spelling	Lunch	Independent reading	PE (Outdoor)	French / RE	Class Story
WEDNESDAY	EMW and Registration (Handwriting Skills Focus)	Assembly	SPAG	English	Reading	Break	Maths	Spelling	Lunch	Independent reading	History / Geography		Class Story
THURSDAY	EMW and Registration (Handwriting Skills Focus)	Assembly	SPAG	English	Reading	Break	Maths	Spelling Activities	Lunch	Independent reading	PE (Indoor)	Art / DT	Class Story
FRIDAY	EMW and Registration (Handwriting Skills Focus)	Assembly	SPAG	English	Reading	Break	Maths	Spelling	Lunch	PSHE / Music		GOLDEN TIME 2.30-3.00	Class Story

Vision: Learning for Life

Values: Compassion – Integrity – Thankfulness – Respect – Resilience

Drivers: Curiosity – Aspiration – Diversity – Independence



Our Golden Rules

At Halling:

We are kind and helpful

We listen to everyone

We are honest

We work hard

We look after property

We keep safe

Golden Rules

We expect all children to always follow our Golden Rules.

All children can earn Dojo points.

The child in each class who has the most Dojos at the end of the week will be awarded 'Star of the Week' plus a prize.

There are many other ways in which positive behaviour is consistently recognised and rewarded, as per our Behaviour for Learning Policy, which can be found on our website.

Positive Recognition Boards



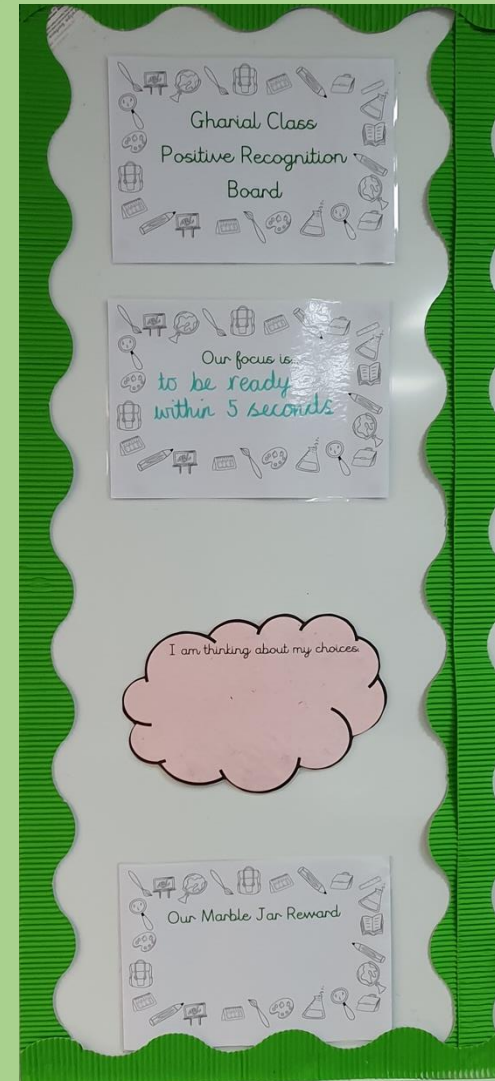
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Positive Recognition Boards support Halling's positive behaviour for learning.

We introduced these to all classes last academic year and all children responded well.

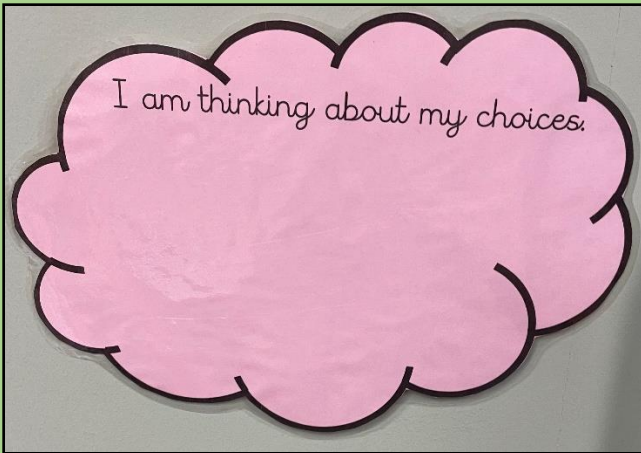
A Positive Recognition Board is at the front of every classroom which:

- Is positioned so all children can see it
- Is given importance and is also visually engaging
- Shows a record of what the class have collectively achieved
- Celebrates collective teamwork and can be referred to if behaviour should slip
- Shows the collective aim/reward for when the class marble jar is full





Positive Recognition Boards



Pink think clouds are also displayed alongside our Positive Recognition Boards, children may be 'moved' onto the cloud as a reminder to think about the choices they are making and how this may be impacting themselves and/or others. The aim is for a child/children to be swiftly 'moved' back onto the Positive Recognition Board following a period of reflection.



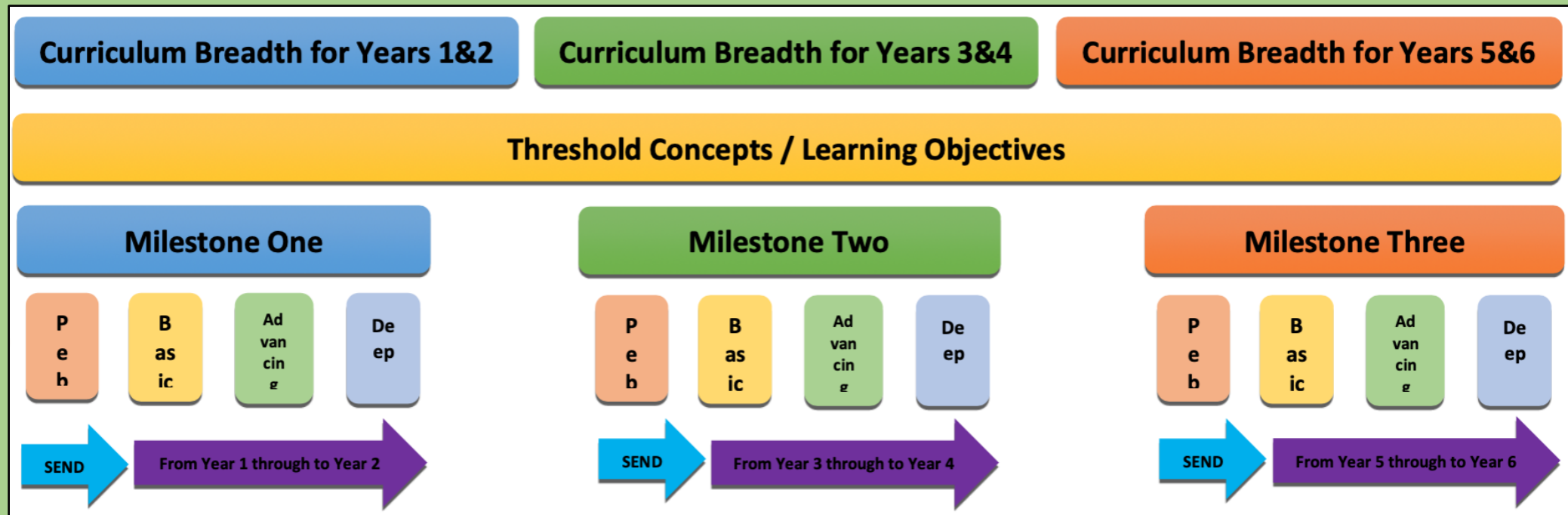
Our Curriculum

At Halling, we use Chris Quigley's Essentials Curriculum and milestones for the basis of our teaching. Your child is in the first part of milestone 3. This means over the 2 years in their milestone, they will learn the same topics but will be learning about them on a deeper level in the second year. We have based our curriculum design on evidence from cognitive science with the three main principles: learning is most effective with spaced repetition, interleaving helps children to discriminate between topics and aids long-term retention and, retrieval of previously learned content is frequent and regular which increases storage and retrieval strength.



Our Curriculum Structure

Here is our curriculum design explained through a diagram:



Overviews



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Here is what we will be learning in our milestone.

Geography

History

1	Maps	South America	Biomes	2	Significant Periods (Year 5-The Maya Year 6-The Aztec)	Significant Periods (The Tudors)	Significant Civilisations (The Second World War)
3	North America			4			
5				6			
7				8	Significant Periods (The Greeks)		
9				10			
11	Oceans	12					

Science



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Physics</div> <div>Forces</div> <div>VIEW</div> <div>Free trial</div>					<div>Physics</div> <div>Space</div> <div>VIEW</div>					<div>Sustainability</div> <div>Global warming</div> <div>VIEW</div> <div></div>	<div>Consolidation</div>
Spring term	<div>Chemistry</div> <div>Properties of materials</div> <div>VIEW</div>				<div>Biology</div> <div>Animals including humans</div> <div>VIEW</div>				<div>Biology</div> <div>Life cycles</div> <div>VIEW</div>			
Summer term	<div>Biology</div> <div>Reproduction A</div> <div>VIEW</div>		<div>Chemistry</div> <div>Reversible and irreversible changes</div> <div>VIEW</div>			<div>Sustainability</div> <div>Plastic pollution</div> <div>VIEW</div> <div></div>	<div>Biology</div> <div>Reproduction B</div> <div>VIEW</div>		<div>Consolidation</div>			

Vision: Learning for Life

Values: Compassion – Integrity – Thankfulness – Respect – Resilience

Drivers: Curiosity – Aspiration – Diversity – Independence



RE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Judaism What symbols and stories help Jewish people remember their covenant with God?	Christianity Why is the gospel such good news for Christians?	Islam What does the Qur'an reveal to Muslims about Allah and his guidance?	Hinduism What spiritual pathways to moksha are written about in <u>Hindhu</u> scriptures?	Buddhism How did Buddha teach his followers to find enlightenment?	Christianity Should believing in the resurrection change how <u>Christians</u> view life and death?



PSHE

Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
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In term 6, we cover the RSE curriculum, suitable for their age.

A letter is normally sent to parents and carers during term 5, highlighting that the lessons are upcoming and providing an overview of what is covered.



Trips

We will be organising trips in the year for the children to enjoy their learning in a different environment. We will inform you of any trips by letter so watch this space!

Maths



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For maths, we will base our teaching from White Rose. This is the overview of what your child will be learning throughout the year.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW		Number Addition and subtraction VIEW		Number Multiplication and division A VIEW		Number Fractions A VIEW					
Spring term	Number Multiplication and division B VIEW		Number Fractions B VIEW		Number Decimals and percentages VIEW		Measurement Perimeter and area VIEW		Statistics VIEW			
Summer term	Geometry Shape VIEW		Geometry Position and direction VIEW		Number Decimals VIEW		Number Negative numbers VIEW	Measurement Converting units VIEW		Measurement Volume VIEW		



Maths

Here is the method we use to teach the 4 operations. If you would like us to go through this in more detail to help your child at home, please ask.

		7	4	3	5		
	+	2	4	5	6		

		3	4	5	2	0	g
	-			6	7	9	g

				2	3		
	×			1	4		

(23 × 4)
(23 × 10)

	4	5	2	9	6		

Times tables knowledge is crucial throughout all the topics we cover in year 5!
Please encourage TTRS use as much as possible!



English

Non-negotiables in English include using basic punctuation such as full stops and capital letters and neat handwriting (cursive when possible). When completing homework or encouraging writing at home, please support the school with ensuring your child is using the basics within their writing. If you would like to know any English terminology, please ask a member of the Year 5 team.

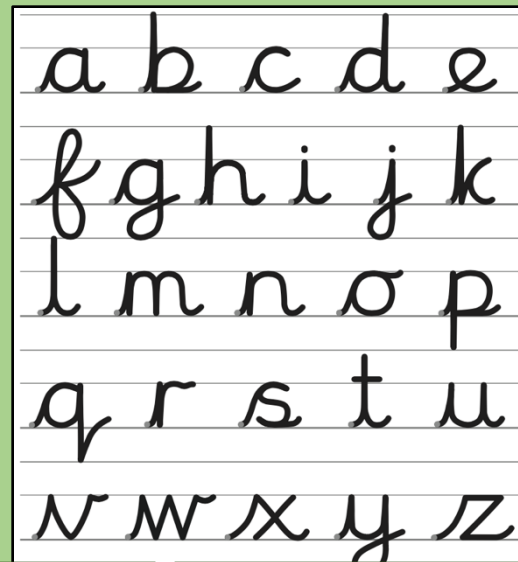
Reading impacts your child's knowledge and understanding of the world around them and makes them better writers. The more genres of books they are exposed to, the better. Please encourage your children to read as much as they can at home – comics and graphic novels are just as important as chapter books, but a mix is best!





Handwriting

We use Letter-join to teach the children's cursive handwriting. Here is what our alphabet looks like and log-in you can use at home.





Homework

Children will receive homework every Friday. This will consist of a list of spellings for the children to practise and some space for the children to apply their spellings into a sentence.

Maths homework will be based around arithmetic and the 4 operations (+ - x ÷).

Homework will need to be returned by Wednesday to allow time for it to be marked.

Homework club will be offered one lunchtime for any children who would like to go over their homework with a teacher in school. Children will be tested on previously taught spellings on Friday. In addition to this, you could use SpellingShed or TTRS for some extra practise. Your child's log-in can be found in their contact book.



Reading/Contact Books

In Year 5, your child will be a free reader. They are welcome to borrow books from the class library or read books from home. We encourage parents to ask questions about what they have read. This allows the child to understand the book and answer comprehension questions. The reading for pleasure book could be a chance for your child to enjoy reading or being read to. Please use the child's contact book to record when your child/ren have read. We expect children to read or be read to everyday.

We will be checking the children's contact books daily. We may use it to deliver messages so please check it as well and update it with any messages you have for us.



Reading/Contact Books

This term we will be fully launching the return of **Tweety the Reading Owl**. Every Friday, the Owl will be awarded to the class with the highest average reads **from the week before**.

To be able to accomplish this, every class will display a poster with the **total number of reads from the previous week**. This will be recorded **by Thursday lunchtime** for the Reading Ambassadors to note down. For example, in a class of 30, if all pupils read 3 times, the weekly total would be 90 reads. We do ask that **parents/carers** please initial your child's reading record for their read to be counted.





Uniform

Please ensure all your child's uniform is labelled in case it goes missing. Lost Property is situated in the main office if you find you are missing a piece of uniform.

Item	Optional or Required	How to Acquire
EYFS (Year R) and KS1 (Year 1 and Year 2) Uniform:		
Green school sweatshirt, jumper or school cardigan with optional school logo	Required	<ul style="list-style-type: none"> Branded sweatshirt, jumper and cardigan available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
White polo shirt with optional school logo (EYFS and KS1)	Required	<ul style="list-style-type: none"> Branded polo shirt available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Grey school trousers school shorts, school skirt or pinafore dress	Required	<ul style="list-style-type: none"> Available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Green and white check gingham dress (summer)	Optional	<ul style="list-style-type: none"> Available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Plain socks (grey/black/white) or plain tights (grey/white/black)	Required	<ul style="list-style-type: none"> Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Plain black school shoes	Required	<ul style="list-style-type: none"> Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Green school reversible fleece/jacket with optional school logo	Optional	<ul style="list-style-type: none"> Branded fleece/jacket available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from most regular retailers

KS2 Uniform (Years 3 to 6):		
Green school sweatshirt, jumper or school cardigan with optional school logo	Required	<ul style="list-style-type: none"> Branded sweatshirt, jumper and cardigan available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Plain white shirt with collar (KS2)	Required	<ul style="list-style-type: none"> Available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
School tie (KS2)	Required	<ul style="list-style-type: none"> Available from the School Office
Grey school trousers school shorts, school skirt or pinafore dress	Required	<ul style="list-style-type: none"> Available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Green and white check gingham dress (summer)	Optional	<ul style="list-style-type: none"> Available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Plain socks (grey/black/white) or plain tights (grey/black/white)	Required	<ul style="list-style-type: none"> Second hand via PTA (Uniformly) Can also be bought from all regular retailers
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Green school reversible fleece/jacket with optional school logo	Optional	<ul style="list-style-type: none"> Branded fleece/jacket available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from most regular retailers



PE

Your child will have outdoor PE on Tuesday and indoor PE on Thursday. Please send your child into school in their PE kit. All PE kit should also be named. If your child has their ears pierced, please ensure earrings are removed on PE days. If your child has earrings in, they will not be able to join in with PE unless they are able to remove them.

PE & Sports Kit (Years R to 6):		
Plain white or coloured PE crew neck/polo style t-shirt. Houses as follows: Lambarde (Red) Gundolph (Green) Harris (Yellow) Scholey (Blue)	White is Required	<ul style="list-style-type: none"> Branded crew/polo neck t-shirt available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from most regular retailers
Plain black shorts	Required	<ul style="list-style-type: none"> Available from school supplier (School Trends) Second hand via PTA (Uniformly) Can also be bought from all regular retailers
White or black sports socks	Required	<ul style="list-style-type: none"> Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Plain black plimsolls/trainers	Required	<ul style="list-style-type: none"> Second hand via PTA (Uniformly) Can also be bought from all regular retailers
Plain grey or black tracksuit (outdoor PE)	Required	<ul style="list-style-type: none"> Second hand via PTA (Uniformly) Can also be bought from all regular retailers



EYFS/KS1 and KS2 Snacks

**Children in KS2 will have the opportunity to buy a piece of fruit each playtime for 25p.
Please send your child in with the correct change to buy their snack for breaktime.**





Clubs

You child will have the opportunity to participate in many different lunchtime and afterschool clubs. Many children have already started and are enjoying clubs. More opportunities to come as these change termly!



Arbor

Arbor is your point of contact with school regarding booking and giving permissions.

Please check that you have given permission for your child to be photographed so that we can share learning photographs on Twitter (X).

We ask children what they want for their hot dinners during morning registration.



“It's good to talk!”



During the school day, children have many opportunities to talk to adults if and when they need to. When talking may not be possible, we have two in-class initiatives that are followed across the school: ‘Bubble Time’ and ‘Think Boxes’. For Bubble Time, your child can move their peg onto the ‘talk bubble’ to indicate that they would like to speak with an adult regarding an incident or problem. Similarly, the Think Box is for children to share their thoughts or ask a question by writing it down and posting it into the box.

All children should be aware that any adult that is seen with a rainbow lanyard is a safe and approachable adult, equipped to deal with any concerns they have.



Year 5 Information

Secondary school information will start to filter through to you (open days, etc) over the course of the year, ready for applications at the start of the 25/26 school year.

The 11+ is a personal choice between you and your child. It is not obligatory for your child to sit it.

Applications for the 11+, which will be sat in September '25, will be open throughout June '25.



Year 5 Information

Any questions, please ask us – we are always happy to help! 😊