

From little sparkles to shining stars  
We stand out, breakout and shoutout  
Growing in confidence to make a difference



# Welcome to Year Five

MRS WATSON

MR DAVIES

MISS ELLIS

# Who's who in Year 5?

## Class 11

- ▶ Teacher:
- ▶ Mrs Watson
- ▶ Miss Ellis

## Class 12

- ▶ Teacher:
- ▶ Mr Davies

Mr Fox: P.E. Thursday

Mrs Hudson: Art

Mrs Sanderson: My Happy Mind and PSHE

ETAs: Mrs Mellor and Mrs Helliwell.





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# Our School Vision

- This is what we want for our children, to flourish and be the best they can be when they leave us at the end of Year 6
- It is underpinned by the story of King David which the children will come to know
- King David has humble beginnings as a shepherd and he was known for his creativity and courage
- He achieved great things through courage, compassion, patience and determination
- He had to STANDOUT, BREAKOUT and SHOUTOUT to do this

# Expectations and Behaviour

As part of Year 5 we expect the following:

- ▶ A readiness to learn
- ▶ Increasing independence
- ▶ Participation in lessons
- ▶ A willingness to ask for help when needed
- ▶ Children trying their best
- ▶ Compliance with the 'Good' systems in school



# Good systems

## Good Listening

- Look at the speaker
- Think about what is said
- Be still and peaceful



## Good Playground Behaviour

- Kind words and kind actions
- Use empathy towards others
- Respect playground equipment
- Follow instructions of all adults
- No play fighting



## Good Lining Up

- Stand peacefully
- Face the correct way
- Correct order
- Keep hands and feet to yourself



## Good Sitting on a Chair

- Six legs
- Sit still
- Hands in laps or arms folded
- Keep hands and feet to yourself



## Good Partner and Group Work

- Classroom voice
- Take turns
- Good listening
- Value each other



# Rewards

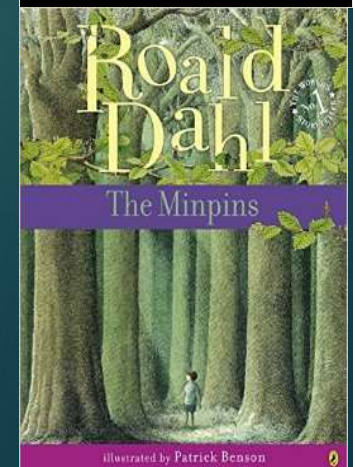
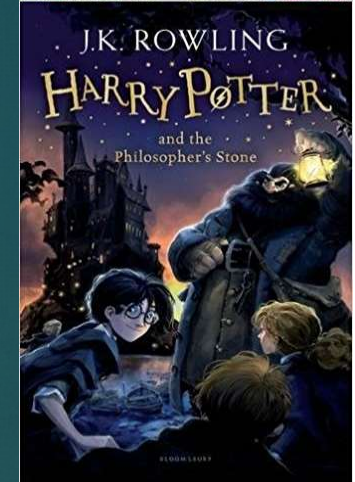
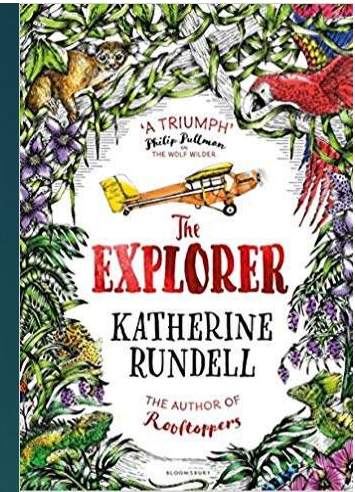
- ▶ Lots of praise to appreciate your child's efforts in their work and behaviour
- ▶ Dojos: individual and class
- ▶ Celebration Assemblies
- ▶ Shining Star and Christian Values





# English

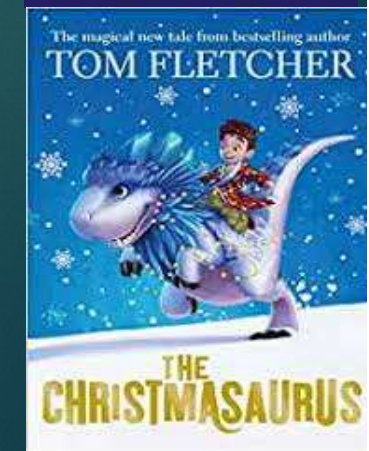
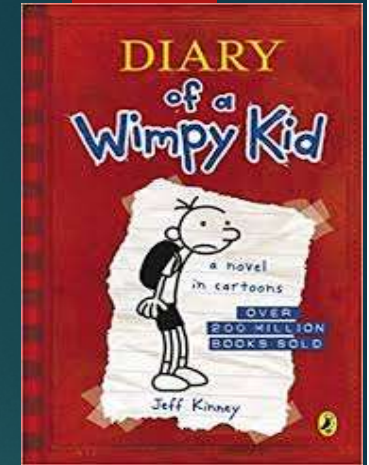
- ▶ Weekly grammar sessions to include spelling and punctuation.
- ▶ Spelling rules will be taught through investigative work and tested via dictation throughout the term.
- ▶ Other spellings will come from children's own writing and the Years 3/4 and 5/6 curriculum spelling lists.
- ▶ Power of reading - this includes lots of exciting drama, music, art and writing around our chosen texts.
- ▶ Handwriting - must be joined and legible in preparation for Year 6.





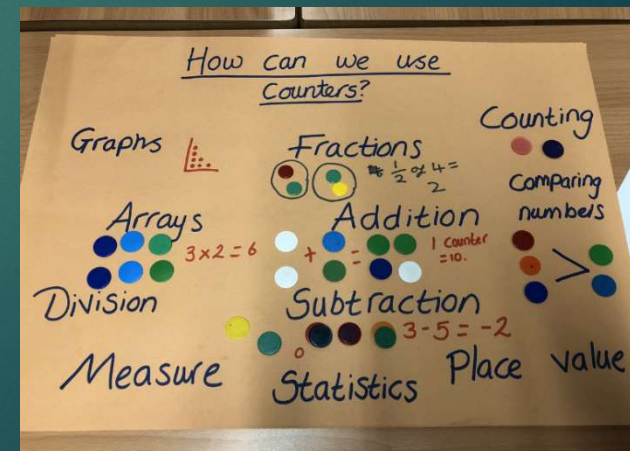
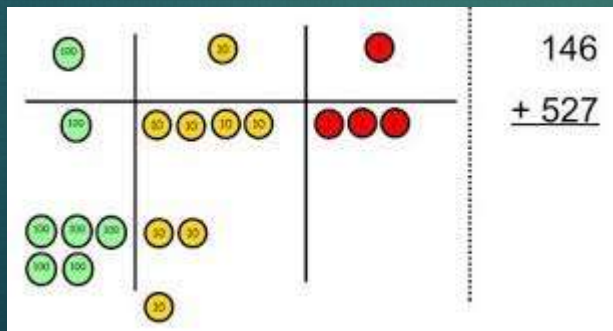
# Reading

- ▶ Reading in school takes place during E.R.I.C. time, shared reading comprehension lessons and reading for enjoyment.
- ▶ Your support with reading at home is greatly appreciated; please encourage your child to explore different genres and authors.
- ▶ Reading records have already been sent home, please bring these in on Monday for teachers to review.
- ▶ Reading is part of the set weekly homework and in Year 5 children should be reading for 10 - 15 minutes per day.



# Maths

- ▶ The White Rose maths approach is followed in lessons - concrete, pictorial and abstract.
- ▶ Times tables underpin most areas of maths.
- ▶ The children should know times tables up to  $12 \times 12$ .
- ▶ Please support and encourage your child to continue learning their times tables via Times Tables Rock Stars.
- ▶ Maths homework will be set weekly, but please note this could include times table revision.





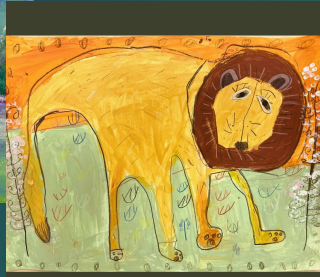
# Topic Work

- ▶ South America
- ▶ Space
- ▶ WW2
- ▶ Ancient Egypt
- ▶ Design and technology - moving toys
  
- ▶ Topic homework is set termly, it includes a variety of practical and research tasks.





## Art Studio : Mrs Hudson

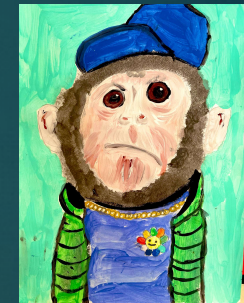


Pupils in each class get a weekly session for three half terms over the year to go and develop their creative practice.

During their time at our school pupils will get the opportunity to explore skills such as drawing, painting, textiles, ceramics 3D modelling.

Where possible we look for opportunities to work with artists, become involved with Kirklees initiatives such as the local arts festivals 'Our Biennale', 'Woven Festival' 'Holmfirth Arts Festival' amongst others.

We also work with national partners and are currently working with Art Council England.



We deliver the National Curriculum whilst also developing children's creative curiosity.



We study a broad range of artists and craftspeople, culture and heritage, but also take time for place based learning to help pupils consider where we sit locally, nationally and world wide .



Imagine & Create

# Homework



- ▶ Homework will be sent on a Friday in a homework folder. Homework should be returned the following week on the Thursday.
- ▶ Autumn Term - our main homework project focuses on South America. The children can choose how to present their work in a creative manner. Project books have been sent home, please return these on Monday 6th December.
- ▶ Regular spelling, reading and times tables homework has a big impact on your child's learning - thank you for supporting this.



# P.E.



- ▶ This half-term our P.E. day is Thursday. Please send your child to school in a full outdoor PE kit (no football or rugby shirts).
- ▶ The children will need warm clothes during the winter (tracksuit bottoms, jumpers).
- ▶ Please ensure that earrings are removed and not worn on P.E. days. Long hair should be tied back.
- ▶ You can send a change of clothes for your child to change into if they get wet.

# P.E. Kits



Matalan  
£6-£8



Matalan  
£6-£8



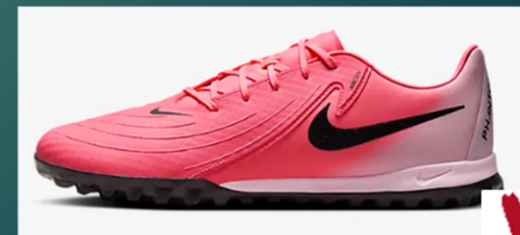
Adidas £30



White Fox £50



Matalan £12-£13



Nike over £50

# Daily Footwear





# Cliffe House

- ▶ Class 11: 7<sup>th</sup> - 9<sup>th</sup> October 2024
- ▶ Class 12: 9<sup>th</sup> - 11<sup>th</sup> October 2024
- ▶ Please continue to make payments for this residential visit via Parent Pay.
- ▶ Please ensure the most recent forms have been returned.



# Communication with School

- ▶ You can contact us via email, we will do our best to reply to your emails within 72 working hrs.
- ▶ If you have an urgent concern, please contact the school office.
- ▶ We may be available at the end of the day in the playground if you need to chat to us.

# Photos of children



Please feel free to take personal photos. Photos **MUST NOT** be shared on Social Media.



# Smart phones and WhatsApp

In recent years we have seen an enormous increase in the number of issues brought into school as a direct result of the use of mobile phones and messaging apps, such as Snapchat and WhatsApp. This has had a detrimental effect on the emotional and mental health of many of our children; we have seen a rise in negative behaviours and this of course impacts upon teaching and learning. Members of staff have seen, and had to deal with incidents which include:

Verbal abuse over WhatsApp and Snapchat including extreme swearing, sexualised language and racism

Children adding older siblings, friends to groups without others' consent sometimes resulting in name calling, swearing at the highest level, racism, threatening language, extreme sexual language

The sending of innocuous memes to individuals and groups which have been misunderstood

Children writing messages and then removing them and denying their existence

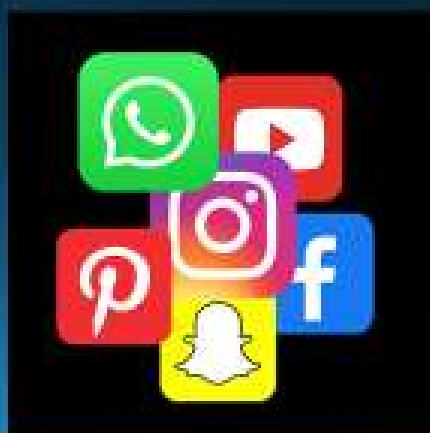
Children spreading hearsay, rumours that are partly true or secrets that have been shared privately on WhatsApp

Some of the above incidents have resulted in:

- Children not wanting to come to school due to being scared, worried (Emotion based school avoidance)
- Children sharing with staff that they feel a pressure to respond to messages or be part of a group
- Children being made fun of because they don't have a phone, an app or a particular game
- Children being tempted to bring their phones to school (without permission) or using their phones in school creating safeguarding risks
- Arguments and fallouts being transferred into school, sometimes resulting in fallouts, confrontations, further cross words and breaking of long standing friendship groups
- Parents messaging each other and falling out
- Parents seeking advice on how to sort out phone arguments or fallouts or asking staff to resolve problems
- Valuable teaching and learning time lost whilst SLT, teachers and support staff address problems from outside school time
- The involvement of the police and on rare occasions, the involvement of social services

<https://www.melthamceschool.co.uk/page/smartphone-pledge/148864>

# Children and social media.



What are the internet safety ABCs?

<p><b>Activate</b></p>	<p><b>Balance</b></p>	<p><b>Check</b></p>
<p><b>Activate parental controls</b></p> <p>Use the controls and tools provided from broadband providers and the software you use to help with search ratings, block inappropriate content and restrict access from strangers.</p>	<p><b>Balance screen time</b></p> <p>Agree responsibilities for your children's screen time, taking children's interests and needs into account. Encourage other ways to be active and consider alternatives to screen time such as reading.</p>	<p><b>Check and chat</b></p> <p>Check which apps and websites are used by children regularly to get updates on the platforms and set regularly check online safety and when they engage with content also set rules together to manage privacy and keep online experiences positive.</p>







Thank you for  
coming!

MRS WATSON

MR DAVIES

MISS ELLIS