

# MEET THE TEACHER SESSION

Year 5 Hazel Class

Wednesday 14<sup>th</sup> September 2022



Woodland  
Academy Trust

*Ignite the spark, reveal the champion*



AMBITION



COLLABORATION



COMPASSION



EXCELLENCE



INCLUSIVITY

## SESSION AIMS

- To introduce class teacher and teaching assistant
- To talk through daily routines and weekly timetable for the coming year
- Year 5 Curriculum overview for 2022 2023
- Overview of new Relationships and Behaviour Policy
- Expectations re uniform, attendance, punctuality and home learning
- Time for questions

WELCOME TO YEAR \*\*\*  
\*\*\*CLASS

Class Teacher – Miss Michael

Teaching Assistant(s)- Miss Blackman

HLTA(s)- Miss Stupples & Miss Marshall

## DAILY ROUTINES

- School gate opens at 8:40am
- Children brought to external door (KSI) and then enter classroom
- Early morning work
- Whole school assemblies Monday, Wednesday and Friday mornings 9:00-9:20am
- Breaktime – KS2 11:00-11:15am
- Lunchtime – 12:30-1:30pm
- If your child is being collected, they will be collected from playground 3:20pm

# WEEKLY TIMETABLE EXAMPLE

KS2 Timetable Hazel

8:45	8:45 – 9:00	9:00-9:30	9:25-10:00	10:00-11:00	B R E A K		11:15- 12:15	12:15-12:30	L U N C H		1:30-1:40	1:40-2:30	2:30-3:15	3:15-3:20
Monday	EMW Arithmetic Spellings handwriting	Assembly	Reading	EGPS English			Maths	Maths Meet		Shared reading	Environmental Studies		Outdoor PE	
											PPA		PPA	
Tuesday	Arithmetic	PD	Reading	EGPS English			Maths	Maths Meet			Science		PD	
Wednesday	Spellings handwriting	Assembly	EGPS English	Music 10:30	Reading		Maths	Maths Meet			Finish any Reading English	Computing iPads		
Thursday	EMW Arithmetic	MFL	Reading	EGPS English			Maths	Maths Meet			Geography		Indoor PE	
Friday	Spellings handwriting	Assembly	Reading	EGPS English			Maths	Maths Meet			RE	ART		

## Year 5 Foundation Topic Overview

Topic	A1 Fading Rainforests	A2 Walk Like an Egyptian	Sp1 Super Volcanoes	Sp2 Off With His Head!	Su1 Lest We Forget	Su2 Lest We Forget
<b>Core text</b>	The Explorer	Secrets of a Sun King	Between Worlds	Macbeth William Shakespeare	Goodnight Mr Tom	<b>Rose Blanche</b>
<b>Humanities</b>	Geography	History	Geography	History	Geography	History
<b>Trip/Visit/ Visitor</b>						
<b>Science</b>	Living things and their habitat	Forces	Earth and space	Animals inc. humans	Materials	Consolidation
<b>Art &amp; DT</b>	ART - Digital Media	DT - CAMS	DT – Celebrating Culture and Seasonality	ART - 3D Forms	ART - Drawing	DT – Electrical Circuits
<b>RE</b>	U2.1 Why do some people think God exists?	U2.4 If God is everywhere, why go to a place of worship?	U2.6 What does it mean to be a Muslim in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?	U2.2 What would Jesus do?	U2.2 What would Jesus do?

<b>PD</b>	<b>Families and friendships</b>	<b>Safe relationships</b>	<b>Respecting ourselves and others</b>	<b>Belonging to a community</b>	<b>Media literacy and digital resilience</b>	<b>Money and work</b>	<b>Physical health and Mental wellbeing</b>	<b>Growing and changing</b>	<b>Keeping safe</b>
	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people  recognising prejudice and discrimination	Protecting the environment  compassion towards others	How information online is targeted  different media types, their role and impact	Identifying job interests and aspirations  what influences career choices  workplace stereotypes	Healthy sleep habits  sun safety  medicines, vaccinations, immunisations and allergies	Personal identity  recognising individuality and different qualities  mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
<b>Computing</b>	e-safety	Micro Bit	Code.org and google slides	App designer with keynote	HTML Programming	Python programming			
<b>Music Charanga</b>	Living on a prayer	Classroom jazz 1	Make you feel my love	The fresh prince of Bel Air	Dancing in the street	Reflect, Rewind and Replay			
<b>MFL</b>	Language Nut unit: 11	Language Nut unit: 12	Language Nut unit: 13	Language Nut unit: 14	Language Nut unit: 15	Recap			
<b>PE</b>	Tag Rugby	Football	Basketball	Handball	Cricket	Football			
	Dance – Haka	Hockey	Gymnastics	Tennis	Netball	Rounders			



# School Trip

## 15<sup>th</sup> November & 16<sup>th</sup> November

### By Train



## Year 5 Autumn 1 – Fading Rainforests

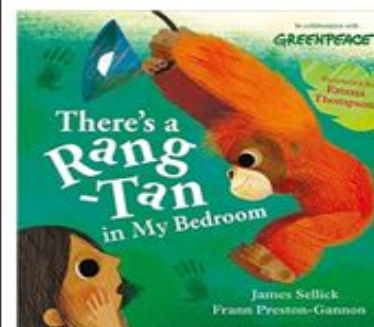
### Topic Overview

In Autumn 1, students will be investigating what lives in the rainforests (indigenous tribes and animals) and how these species survive and how they use the rainforest to sustain their existence. Children will explore deforestation and how it affects the local and global community and discuss the pros and cons. We will investigate climate and how it changes in relation to where you are in the world. We will present climate data in a graph so that we can contrast and compare two different environments. We will be looking at conservation and develop ideas on how we think we can help locally to be kinder to the environment.

### Our Learning Overview

<u>Fading Rainforests</u>	<u>English</u>	In English, we will be exploring the features of the written word. Understanding the importance of grammar and punctuation. Children will focus on learning about a character driven narrative.
	<u>Maths</u>	In Maths, we will be consolidating our place value knowledge, working with numbers up to 1,000,000. We will also be adding and subtracting mentally with increasingly larger numbers.
	<u>Science</u>	In Science, we will be learning all about the natural world; exploring living things and their habitats.
	<u>Geography</u>	In Geography, we will be focusing on rainforests and their environments. We will be focusing on the physical and natural features of a rainforest and how they survive. We will also be exploring how climate change and other factors are harming the rainforests
	<u>Art/DT</u>	In Art we will be working in digital media. Our focussed artist will be Andy Warhole and we will explore making careful observations, taking photographs and manipulating digital images.
	<u>Personal Development/ RE</u>	In Personal Development we will be focusing on friendship and how to build and maintain friendships in a community. In RE our focus will be why some people believe in God and others choose not too.
	<u>Music</u>	In Music, we will be working with the fantastice Mrs. Masheder

### Key Texts





## RELATIONSHIPS AND BEHAVIOUR AT WBP – OUR VISION

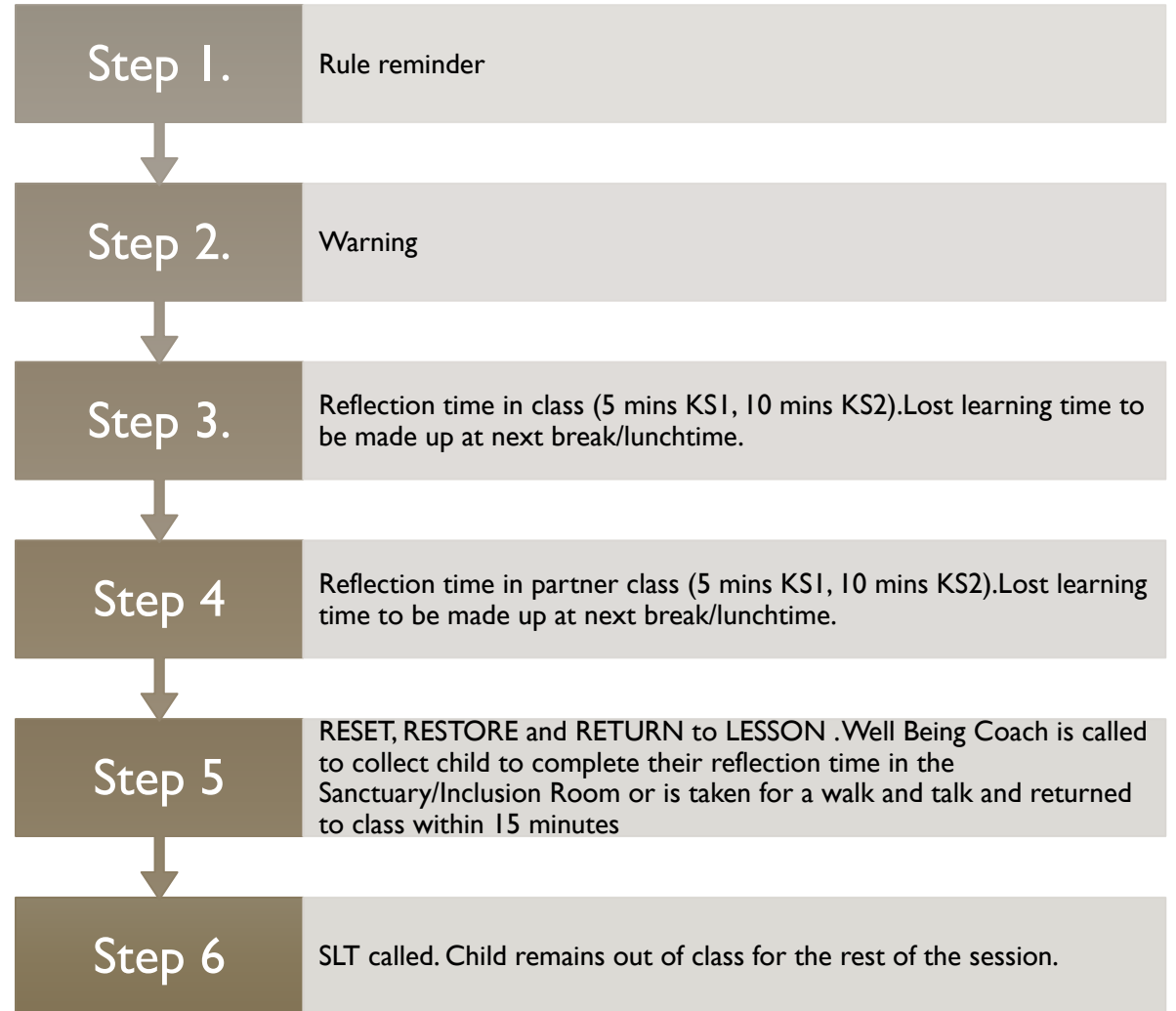
At Willow Bank Primary School, our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where all learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

We believe that our core values : **respect, integrity, kindness, resilience, aspiration, and curiosity** are central to building positive relationships and excellent learning behaviours within our school community.

A POSITIVE BEHAVIOUR  
APPROACH AT WILLOW BANK  
PRIMARY SCHOOL

- Recognition Wall – to celebrate children demonstrating our core values: respect, integrity, kindness, resilience, aspiration and curiosity
- Celebration Assemblies -every Friday
- Golden wristbands to celebrate exceptional effort – reason written onto wristband
- Attendance rewards
- House Points – one house point given at any one time recorded on the Dojo platform
- Positive postcards home
- Positive phone calls home
- Informal conversations with parents at the end of the day
- Photocopying learning to go home with a brief note from the teacher

## OUR BEHAVIOUR STEPS



# UNIFORM

- We are proud of our school and our uniform which enables our children to have a sense of belonging to our wonderful school community.

## **Girls**

- Royal blue cardigan with the school emblem or plain royal blue cardigan
- White polo shirt with the school emblem or plain royal blue cardigan
- Grey skirt/pinafore or smart grey trousers (not fashion trousers) and grey socks.
- Blue and white school dresses/skirts or shorts may be worn in the summer with white socks
- Flat, black sensible school shoes
- Plain hairbands- no bows please

# UNIFORM

## **Boys**

- Royal blue jumper with the school emblem or plain royal blue jumper
- White polo shirt with the school emblem or plain white polo shirt
- Grey trousers and grey socks
- Grey shorts may be worn in the summer term
- Black school shoes (no boots or trainers)

PE KIT- MAY BE WORN  
TO SCHOOL ON PE  
DAYS

- White, round necked t-shirt with the school emblem or plain white round necked t-shirt
- Royal blue shorts
- Plimsols for indoor PE, trainers for outdoor PE
- PE bag with a drawstring top
- Royal blue tracksuits may be worn outside in cold weather
- Reception only: navy outdoor all-weather anorak and trousers

Please ensure all items of clothing –including shoes and coats- are labelled clearly with your child's name

# UNIFORM

## **Book Bags**

- All children are expected to bring a book bag\* or rucksack\* to school every day so they can keep reading books, letters and homework safe and dry

## **Jewellery**

- Watches may be worn in Year 3 and above- not smart watches please.
- One pair of stud earrings (which will be removed during PE by the child). Please note that staff are not permitted to remove earrings.
- Please note that mobile phones, tablets, iPads and all other mobile devices are not permitted in school unless your child has permission to walk home alone in Year 5 or 6. Phones are switched off and kept in the school office during the day.

## PUNCTUALITY

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At Willow Bank we monitor every child's attendance and punctuality very closely to ensure the children maximise every learning opportunity.

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Please ensure your child is in school on time every day. Gates open at **8:40am** and are closed at **8:50am**.

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Arriving to school on time is very important as this will create good habits for the future and establish positive routines. It also ensures other children in the class are not disrupted who have already settled down to their learning.



# ATTENDANCE

If your child is ill and unable to come to school, please phone the school office from 8:00am in the morning to inform us of the reason your child is absent. We will call you if we do not receive a phone call.

During the academic year **Mrs Edgar**, our **Community Liaison Officer**, will be monitoring and tracking pupils' attendance. Our aim is to work together with children and parents in order to ensure high attendance across the whole school. This will result in your child getting the most from their education and lead them to future success.

Please be aware that in accordance with our policy on absence during term time, if you take your child out of school for an unauthorised absence during term time, it is possible that a Penalty Notice will be issued to each parent for each child taken out of school, as stipulated in the Education (Penalty Notices) (England) Regulations 2007.

## HOME LEARNING

- At Willow Bank Primary School we recognise that parents make an enormous contribution in supporting the education of our children. Parental encouragement is a key factor to raising attainment and fostering a love of learning.

## DAILY HOME LEARNING ACTIVITIES

**Daily reading** with your child or encouraging an older child to read independently. It is important that children read books at their level to develop fluency and also enjoy books read by an adult for pleasure.

**Times tables** are essential for children to progress in their maths learning. A statutory test in Year Four has also now been introduced and it is expected that all children will know their times tables up to  $12 \times 12$ . Each child in the school has a log in for **Times Tables Rockstars** to practise at home or you can play your own times tables games, ensuring that children can say them out of order and quickly.

## READING AT WILLOW BANK

- At Willow Bank, children have access to a wide range of books in their **reading corner** and are encouraged to take a new book home to read every week (unless they haven't finished/want to keep their previous book).
- Children should be **reading at home** every day for fifteen minutes. Please do write a comment in your child's home/school book or encourage them to do so each time you read with them
- Every class has **daily reading sessions** – early reading in EYFS and KS1 and whole class reading in KS2
- Every class has a **daily story time** for 15 minutes during which the class teacher or TA will read aloud from the class book
- This year we have introduced **Reading Passports** to encourage reading for pleasure. Every minute your child reads equates to one mile on their passport. Please initial your child's passport every time they read at home.
- Children that complete their Bronze, Silver, Gold, Platinum and Diamond passports will become a Willow Bank **Reading Ambassador** and will help to lead initiatives to encourage every child to be a life long reader

# WBP READING PASSPORTS

## Reading Genres:



Poetry	Ghost Story	Newspaper
Adventure Story	Instructions	Playscript
Autobiography	Legend	Traditional Tale
Diary	Letter	Science Fiction



## Bronze Reading Passport













Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date Issued: \_\_\_\_\_

# WBP READING PASSPORTS

									 50 Miles
									 100 Miles
									 150 Miles
									 200 Miles
									 250 Miles

									 300 Miles
									 350 Miles
									 400 Miles
									 450 Miles
									 500 Miles

YEAR GROUP  
EXPECTATIONS FOR  
TIMES TABLES:

Y1: count in 2, 5, 10 (all doubles to 10 and halves)

Y2: 2, 5, 10, 3 (rapid recall in any order e.g.  $2 \times 5$ ,  $5 \times 10$ ,  $4 \times 3$ )

Y3: 2, 5, 10, 3, 4, 8

Y4: All up to  $12 \times 12$

Y5: All up to  $12 \times 12$

Y6: All up to  $12 \times 12$

Daily reading and practicing times tables will help your child in their learning immensely and increase their confidence in school.

## HOME LEARNING OVERVIEW

• In addition to this, pupils will receive a **weekly maths or English task**. This will reflect the learning that has taken place in class. Below is what weekly homework will look like across the different year groups.

Year	English/Maths	Reading	Spellings and Times tables	Curriculum
EYFS	Weekly	10 minutes daily	Weekly	A selection of activities to choose from a menu. The activities have links to examples, pictures and videos – Children to pick only 2 activities to complete across every half term.
1	Weekly	10 minutes daily	Weekly	
2	Weekly	15 minutes daily	Weekly	
3	Weekly	20 minutes daily	Weekly	
4	Weekly	20 minutes daily	Weekly	
5	Weekly	30 minutes daily	Weekly	
6	Weekly	30 minutes daily	Weekly	



## COMMUNICATION

- All children have been given a reading journal. This can also be used for messages to be communicated between home and school. Please write a brief comment in it each evening when you read with your child.
- I will be on the playground at the end of every day if you need to give me any quick messages regarding your child. If you need more time to discuss a query or issue, please do make an appointment to see me by calling the school office on **0208 320 1900**.
- In addition, we will send home half termly curriculum newsletters, a weekly parent newsletter and there is lots of additional useful information on our new school website [Contact Us - Willow Bank Primary School](#)



- Children's University is a charity that works in partnership with schools to develop a love of learning in children.
- We do this by encouraging and celebrating participation in extra-curricular activities in and outside of school.
- By the time a child turns 18, they will have spent just 9% of their waking life in a classroom. Children's University is about making the most of the remaining 91%.





## **Key outcomes we want for every child**

We want every child that takes part in Children's University to feel:

- That learning can be fun, aspirational, and lifelong
- They have enjoyed a range of new learning experiences and are motivated to keep learning in different ways
- They have grown in confidence and self-belief
- They have a broader range of essential skills in line with the Skills Builder Framework
- They are empowered to make positive choices about their future
- They can better cope with the challenges that life throws at them
- They are celebrated for their commitment to learning by their family, school, and community.

Children graduate each year once they've earned enough stamps.

Children earn stamps by:

- Doing activities at home- check
  - a). Children's University google classroom.**
  - b). Children's University website.**
- Participating in after school clubs in school.
- Participating in after school clubs outside school



LIMITLESS LEARNING BEYOND THE  
CLASSROOM  
**GRADUATION CEREMONY**



Please do come and  
speak to me if you  
have any further  
questions.

THANK YOU FOR  
LISTENING