



Parent Partnership Evening - Year 5



Our School Creed

This is our school,
Let peace dwell here,
Let the school be full of contentment,
Let love abide here,
Love of our school,
Love of one another,
Love of mankind,
Love of life itself
And love of Jesus.

Let us remember That as many hand built our school,
So many hearts make our school.

Amen



Our Core Values



Respect for God and his creation and everyone and everything around me. Listen, show gratitude, value, include, collaborate and be honest.

Responsibility for my actions, behaviour, learning, honesty, attitude, equipment and decision making.

Resilience –we enjoy challenges that require us to take risks, problem solve, think critically and enquire, because we believe in ourselves. If at first, we don't succeed, we try again.

Empathy – we understand and value how other people feel and consider their emotions.

Adaptability – we can reflect and adapt to working independently and collaboratively.

Ambition – we have high expectations for ourselves, the community and wider world, as well as being proud of our achievements.



Year Group Teachers



Miss A
O'Flaherty



Miss L
Streeter



Mrs K Cook



Mrs H Tackie

Teaching assistants



Mrs. J. Jeffery



Mrs R. Rampearee



Miss J. David



Mrs A. Tiernan



Additional Staff



Mr. T
Kavanagh



Mrs. B
O'Callaghan



Mrs.S
Stockwell



Mrs.S
Demetriou



Attendance

Attendance at school is extremely important to ensure all pupils achieve their full academic achievement.

Regular attendance means attending school every-day, arriving at school on time and attending every lesson.

Gates open at 8.35am and children are expected to be in their classrooms at 8.45am.

Registers are taken at 8.50am; children who are not in class when the register is taken will be marked as late.

The register closes at 9.00am; children still not present at this point are classed as absent



Attendance Continued

Absence during term-time interrupts continuity of teaching and learning and disrupts the educational progress of individual children. We do recognise there will be occasions where children will be absent from school due to illness and/or unavoidable medical appointments.

If your child is unwell or needs to attend a medical appointment please call or email the school office as soon as possible

As part of our safeguarding procedures, we call families if a child is not present at registration and we have not been alerted to the absence by their parent carer. Please ensure that we have at least 2 contacts on file and they are current details.

Attendance is regularly monitored internally and by Surrey County Council; we work in partnership with parents to ensure that children attend school and will contact parents to discuss any concerns;

Please contact the school if you have any concerns about attendance - we are here to help.



Behaviour and Relationships

Our policy incorporates developing positive behaviour for learning and relationships, with managing behaviour in school (rewards and sanctions).

Each class sets out clear expectations for behaviour and we use a consistent reward chart across the whole school.

We work with children in class, in small groups and individually to support the development of healthy relationships. We also work closely with parents so that we take a holistic approach to this area of development.



Communication

- ▶ Catch us on the playground at the END of the day.
- ▶ Ring the school and leave a message.
- ▶ Email the office and it will be forwarded on.
- ▶ Write us a letter.
- ▶ Parents Evening- Autumn and Spring Term.

A member of SLT will also be on the car park gate every morning if you have specific questions or need a message passing on.



Medical Matters

- ▶ PLEASE KEEP US INFORMED!
- ▶ We need to know of any allergies (use of epipens- please ensure they are in date)
- ▶ Please provide inhalers and make sure they are in date
- ▶ IF YOUR CHILD IS UNWELL, THEN PLEASE KEEP THEM AT HOME AND RING THE SCHOOL OFFICE. ALLOW 48 HOURS FOR SICKNESS AND TUMMY UPSETS
- ▶ Please inform us if your child will be at a medical appointment during school hours.
- ▶ Your child will be expected to do PE unless stated otherwise.



Religious Education

As a Catholic school Religious Education is a core subject and is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

The outcome of Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life. (Religious Education Curriculum Directory, Catholic Bishops' Conference, 2012, p.6)

RE is split into three important strands: Catholic Life, Teaching and Learning and Collective Worship.

RE Syllabus:

Reception, Year 1, Year 2, Year 5 and Year 6 follow the new Religious Education Directory 'to know you more clearly' This programme follows the Diocesan Syllabus approved by the Catholic Bishops of England and Wales and adopted by the Diocese of Arundel and Brighton.

Teaching Time Allocation: (This does not include times of Collective Worship) is 10 % of the time table.

Collective Worship

Monday - Whole school Gospel assembly

Tuesday - Hymn practice

Wednesday and Thursday - In class

Friday - Celebration assembly

Mass and Liturgies

As a school we will celebrate Holy days of Obligation and St Joseph's day. We attend Mass at our local parish church and parents are always very welcome to walk with us and celebrate with us. All year groups will visit St Joseph's as part of their Religious education and speak to Fr Tony.



Year 5 - RSE

God loves us in our changing and developing.

Aim: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty, sensitivity, mood swings, anger boredom etc and grow further in recognising God's presence in our daily lives.



Key vocabulary learnt

God	develop	uterus
sensitivity	ovulation	fertilised ovum
puberty	biological	fallopian tube
presence	respect	vagina
celebrate	reproduction	cervix
external	menstrual cycle	womb
internal	hormones	period
change	pituitary gland	



4. A Journey in Love
– Year 5 –



How we teach English Writing

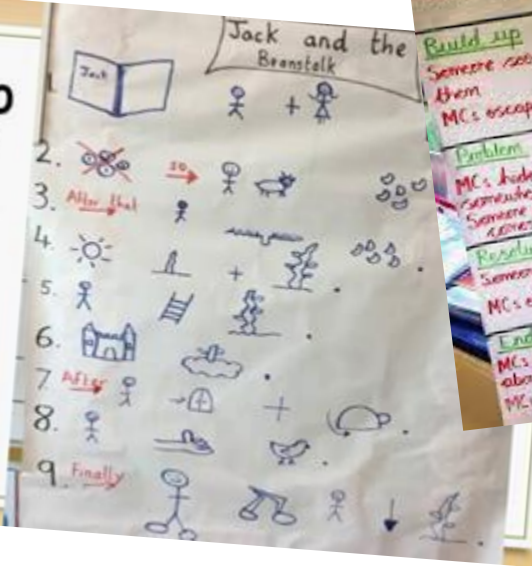
We follow the Talk for Writing process:

Talk for Writing Process

<ul style="list-style-type: none">• Cold writing task (unaided writing, baseline oral story)• Set key focus and goals for the unit• Select, adapt or create a model text	Daily spelling, sentence and paragraph activities	<p>Preparation</p> <p>↓</p> <p>Imitate</p> <p>↓</p> <p>Innovate</p> <p>↓</p> <p>Independent Application</p> <p>*Invent</p>
<ul style="list-style-type: none">• Oral learning of model text• Reading as a reader• Reading as a writer• Boxing up the text / Create the toolkit		
<ul style="list-style-type: none">• Planning• Whole class / group teaching• Daily shared, guided and independent writing• Daily feedback		
<ul style="list-style-type: none">• Guided and independent writing• Application across the curriculum• Hot task• Feedback• Publication or performance		

How we teach English Writing

A story map guides the children as they orally retell the story.



Structure	Original	Your own
Opening MCs find something	- See 2 halves - Searching for chest find correct black line Tug at feet Spooking giants inside	Jack battles - younger brother (Moss) dog with outstretched dinosaur bones magician garden - parcel
Raised up Someone roasts them MCs escape	- Sings out mean words at dogs Dog barks at them "See girls up here and stay run"	old granny comes out of the hole and shouts at the boys hide in the garden and
Problem MCs hide somewhere Someone pretends to be close	- Trick in a dark, dense forest When and dog appear at the window and look for them Dog barks and says "See girls up here and stay run"	witch - evil magic spells monster in a dark room seems to be dark for them "See girls up here and stay run"
Resolution Someone leaves MCs escape	- When the dog is barking they look for light on the hands Eyes wide and then on the hands	prince - magical powers new girl to connect it - they escape out through the hole through the floor run home, stay on secret
Ending MCs find out about object MCs become heroes	- Learn about what they did and what the girl Pretend that they are on a tree and laugh out right "See girls up here and stay run"	Final words of monster to encourage the boys on "stay on the tree" so they don't see them - Run away after them and meet once in school

Suggested actions for the key connectives

First	Next	After that...	Later on...
Finally	Because...	So... / as that...	Therefore...
Furthermore	Additionally	For instance/example	Moreover
Whether or not...	Although	However / but	Also
On the other hand...	Unfortunately...	Fortunately...	In conclusion...



How we teach handwriting



This is our cursive handwriting style:

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

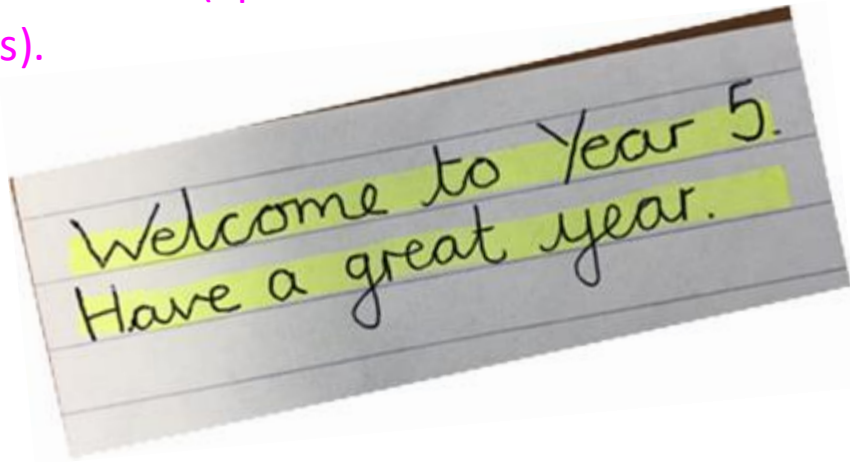
Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz



Handwriting

Please continue to support your child at home. A good way to improve their handwriting is to highlight the line they are writing on – this will help them with their sizing of the letters (apart from the ascenders and descenders).



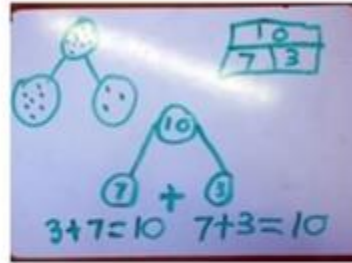
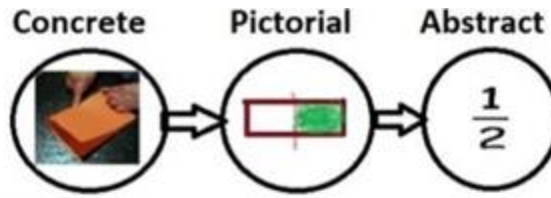


How we teach Maths

We follow the White Rose Scheme of learning which is broken down into blocks. Each block is divided into a series of small learning steps. Together, these small steps cover all the curriculum content that your child needs to know for Year 5.

Brain science tells us that by learning maths in small, related chunks, your child will remember more. We also ensure that we follow a concrete-pictorial-abstract approach for each block (see next slide).





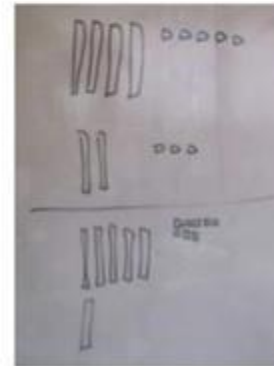
Some examples of how CPA could work:

$$45 + 23$$

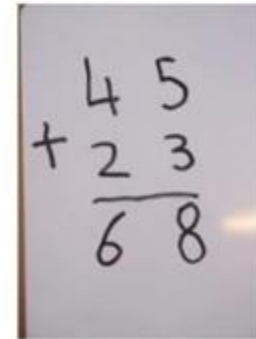
CONCRETE



PICTORIAL



ABSTRACT





The importance of times tables:

All children across the country should know their times tables up to 12 x 12, at the end of Year 4.

We would encourage all children to practise at home, as much as possible, on the TTRS website using their own login details.

Although the children have completed their multiplication check in Year 4, it's imperative that the children continue to practice these and their corresponding division facts daily, at home.





Autumn Term

Maths

- Number: Place value (3 weeks)
- Number: Addition and Subtraction (2 weeks)
- Multiplication and Division (1 weeks)
- Number: Multiplication and Division (2 week)
- Fractions A (4 weeks)

English

- Fiction - Warning tale
- Non-fiction - A debate
- Fiction - Portal tale

Science

- Materials – Mixtures and Separation
- Properties and changes of materials





Spring Term

Maths

Multiplication and Division
Fractions
Decimals and percentages
Fractions
Perimeter and Area
Statistics

English

Fiction - Tale of fear
Non-fiction - Instructions
Fiction - Wishing tale

Science

Earth and space
Life cycles and reproduction



Summer Term

Maths

- Shape (3 weeks)
- Position and Direction (2 Weeks)
- Decimals (3 weeks)
- Negative numbers (1 week)
- Converting units (2 weeks)
- Measurement volume (1 week)

English

- Fiction – Suspense Tale
- Non fiction - Advertisement
- Non fiction - Recount

Science

- Unbalanced forces



Other Important Information

Homework

- This will be sent home on Google Classroom on Friday and will need to be completed by Wednesday.
- Each week you will be given spellings on Google classroom/printed and sent home to practice.

Equipment

- Please can all children come prepared for their learning, with a pencil, rubber, ruler, glue stick etc

Google Classroom

- **All key notices will be placed on GC**

Residential/Trips/Enrichment Days

- TBC
- This is what we would like to do:
 - Greek Day
 - French Day
 - Observatory
 - Chessington World of Adventures

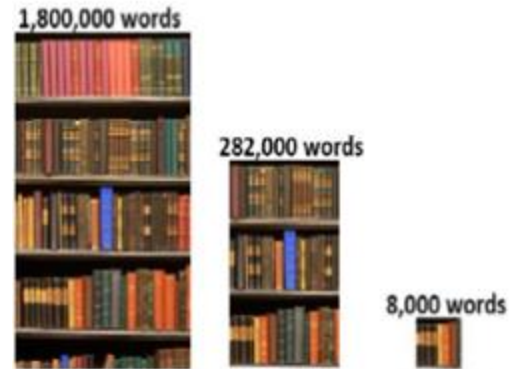


Curriculum - Reading

- ▶ Children should be reading **every day!**
- ▶ It is **extremely important** that children are reading at home daily and are being questioned to check their understanding
- ▶ There are lots of opportunities for children to read during school

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"	Student "B"	Student "C"
reads 20 minutes each day	reads 5 minutes each day	reads 1 minute each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year





Assessment



How we assess pupils work at St Joseph's:

- Against NC learning objectives for each subject
- Children need to be meeting a certain amount of objectives in order to be Meeting ARE by the end of the academic year
- Children's progress is tracked and discussed at progress meetings
- Evidence from children's books
- Formative – AFL (questioning, checking understanding, thumbs up, RAG cards etc..). Marking policy and symbols used
- Summative – tests and tasks
- Data drops – Autumn term, Spring term, Summer term - reported to parents at parents evenings and on end of year reports



Uniform – see parent information on our website

EYFS

Girl's Winter Uniform



Girl's Summer Uniform



Boy's Winter Uniform



Boy's Summer Uniform



Key Stage 1 & 2

Girl's Winter Uniform



Girl's Summer Uniform



Boy's Winter Uniform



Boy's Summer Uniform



Whole School PE Kit



St Matthew

St Mark

St Luke

St John



PE Footwear EYFS & Key Stage 1



PE Footwear Key Stage 2

School Bags



EYFS & Key Stage 1



Key Stage



What is Forest School?

You see Tree climbing , I see risk taking, balance and co-ordination.

You see running around, I see building friendships with peers, developing confidence, developing their fitness.

You see den building, I see making choices, learning from mistakes, team building.

You see fire lighting, I see overcoming worries, risk taking and determination skills.





Forest School

- *It is outside learning and an extension to the curriculum.
- *It's a chance to learn in a different way by being immersed in extremely fun challenges in a more relaxed environment.
- *It links to the topic Healthy Eating and Potions, but links are always made with RE, events and seasonal changes.
- *Sessions are broadly child-initiative, but experiences are built on with opportunities to work with tools, develop confidence and take risks.
- *This year weeks 3-7 we will encompass lots of food preparation and of course BBQ's will feature too! We hope to make tin can lanterns too please bring in a named empty can.
- *The children love Forest School sessions and the fun and laughter is echoed round our woods. Please make sure your children are equipped for each session with suitable warm clothing etc and have a change of shoes too. Also please remember It's always much colder in the Forest.





MUSIC at St Joseph's.

Music at St Joseph's is broad and rich. Once a week, children learn songs in hymn practice and this is always a joyous part of the week.

The Curriculum ensures that children are given the opportunity to listen to a wide and varied range of music, sing pieces they have learnt, compose their own music and perform.

As well as being taught lessons by their teacher, they will be taught music by Mrs Tackie for $\frac{1}{2}$ a term at some point during the year.





At Christmas time there is a Nativity performed at the church in KS2 and at school in KS1.

Additionally, children in Years 2 and up are taught a tuned instrument for a term. Currently, these instruments are the recorder in Year 2 and the trumpet in Years 3, 4 and 5.

You will be given the opportunity to see how your children have grown in their skills and watch them perform.



In Years 4, 5 and 6, children have the opportunity to take part in Young Voices and be a part of the world's largest children's Choir, at the O2.





Other Important Information

Allergies- Just a gentle reminder that we are free from nuts (including peanuts and Nutella), lemons and oranges.

Snacks- Children should bring in a fruit based snack, if needed, for break time.

Start and end timings- The gates open at 08:35 and the children enter from the top gate, closest to the astro. The school day finishes at 15:15 and children should be collected promptly from the astroturf at the designated class spot.



**Thank you.
Any Questions?**