



Stanburn Primary School

*Believe, Achieve, Succeed
Learning Without Limits*

Welcome

TO YEAR 5

5 Amethyst

5 Orchid

5 Violet

5 Magenta



Staff

The Year 5 team includes:

Mr Joanides
5 Amethyst

Miss Ryan
5 Orchid

Mrs Adiraju
5 Violet

Ms Ibrahim
5 Magenta

Staff

The Year 5 team includes:



Mrs
Farooqui

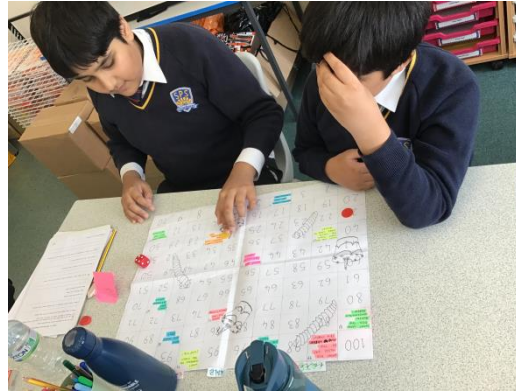
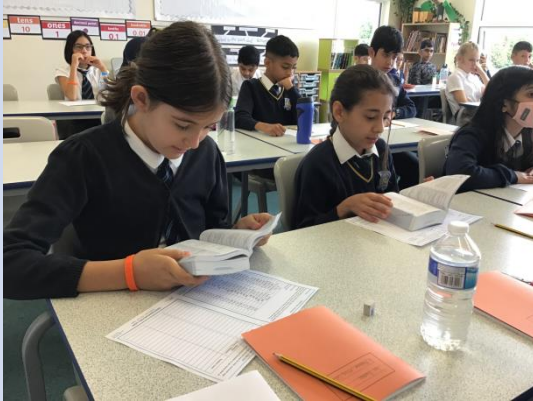
Mrs
Virani

Mr
Condison



Stanburn Primary School

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Believe Achieve Succeed – Learning Without Limits

Our ambitious vision to build confidence in all our children so that they set their sights high, achieve to the best of their ability and try to succeed in all that they do, is central to the school ethos.

We strive for excellence and aim to inspire and challenge all our children to learn skills, develop passions and reach heights they did not imagine.



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OUR SCHOOL VALUES AND AIMS:

Our Values





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Behaviour

We continue to expect the highest standards of behaviour from our children. We promote positive behaviour by rewarding pupils

Dojo points

Model pupil

Student of the month

Value of the term



Congratulations

50 dojos!

Super work!



Can you collect them all?

Our Values





STEPS

Reminder

- Eye contact
- Verbal warning

Step 1

- 2nd reminder
- Brief discussion (Peg on step)

Step 2

- Sit at reflection table

Step 3

- Lose break time
- Reflection form

Step 4

- Lose lunchtime
- Teacher to talk to parents

Step 5

- SLT to talk to parents
- Internal seclusion
- Suspension

Behaviour

*Our 5 step
behaviour plan
supports pupils
making positive
choices.*





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ClassDojo

We will be using Class Dojo. Parents will be able to see their child's dojo points and also have access to their child's Class Story and the School Story. The Class Story can only be seen by parents of the class. The School Story can be seen by all parents.

People outside of Stanburn cannot access our account. Class/School Story might include pictures of the children working, children celebrating success, information for parents. Parents can like the post and can comment. All negative comments will be deleted.

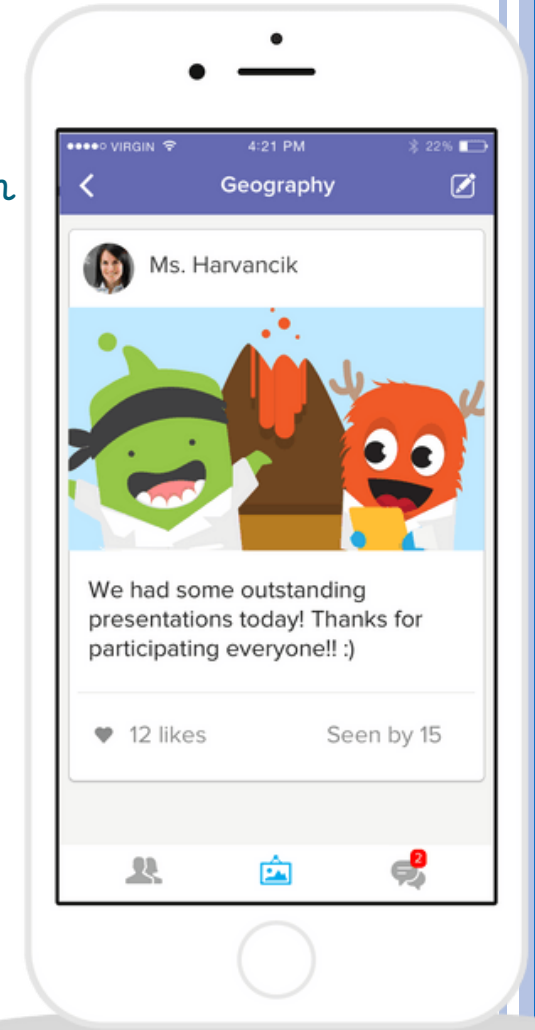
Parents will also be able to message the teacher.

Messages should be:

- short questions*
- informing the teacher of something*

They should not be

- complaints*
- requests for performance updates*





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Putting your best foot forward...

Children need to learn to be organised and bring letters, home learning, musical instruments on the right days. PE kits must be worn to school on PE days



Children need to come to school ready to learn and looking smart in the correct school uniform.



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Swimming

Class	Teacher	Dates of swimming lessons
5 Orchid + 1 group*	Miss Ryan	14.09.2023 – 07.12.2023 (excluding 26.10.2023)
5 Magenta + 1 group*	Ms Ibrahim	11.01.2024 – 21.03.2024 (excluding 15.02.2024)
5 Violet + 1 group*	Mrs Adiraju	18.04.2024 – 11.07.2024 (excluding 30.05.2024)

*1 group of children from 5 Amethyst - this will be the class that are split.



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Start and end of the day...

Attendance and Punctuality

It is incredibly important that children are in school everyday, on time. Children should arrive between 8:25-8:40am. We begin our learning shortly after this time so it is imperative children are in school promptly.

Missing even 5 minutes of school a day impacts on your child's learning.

End of the day collection is at 3:15



DID YOU KNOW? If you are 15 minutes late each day you will have missed 2 full weeks of school in one year?



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Teaching and Learning across the Curriculum

Each week children will take part in:

- English lessons and skills
- Maths lessons and skills
- VIPERS sessions
- Spelling activity
- Science
- PE twice a week (or swimming)
- History / Geography
- Art/D.T.
- PSHE
- French
- RE
- Music
- Computing

Our Focus on Reading

Your child has an exciting opportunity to be selected to visit our new school reading vending machine and choose a free book!

Children will be given a golden coin when their class teacher can see they are going above and beyond whilst reading at home. To support this, prompts for both you and your child can be found in the front page of their reading diaries.

Example prompts for parents to ask children:
 How do you think the character is feeling?
 What makes you think that?



<p>New Words - Write a new word you have learnt and its definition. Eg. <i>Deceive</i> means to purposefully mislead someone</p> <p>Vocabulary in Non-fiction Can you notice a pattern in words? Eg. All words that end with <i>ologist</i> are people who study a specific topic for example geologist, palaeontologist, psychologist</p> <p>Non-fiction What is an interesting fact you learnt? (Can you find another fact about this topic?)</p>	<p>Without looking at the book, what fact can you remember?</p> <ul style="list-style-type: none"> Pick out 2 words on the page you do not know the meaning of, let's find out together. What else was happening at that point in history? Could this animal survive anywhere else in the world? What is the climate like there? How is this different to how we live today? Why do you think this is significant?
<p>Summarising The chapter I read today was _____ because... Eg. The chapter I read today was <i>inspiring</i> because the author explained how the protagonist used his sporting abilities to stand up for the bullies in the story. He had been trying to ignore them but at lunch time on this day, he scored the winning goal and they called a truce to their bickering.</p>	<p>Poetry</p> <ul style="list-style-type: none"> What does the title make you think the poem will be about? Read this poem in a different voice, does it change its meaning? Is the poet using a rhyming scheme? What words rhyme? Is there a pattern? What techniques has the author used?
<p>Prediction My prediction is based on/ I think that... Eg. I predict that the mum in the story will figure out that her daughter has been sneaking out to talk with the evil fairies because it says she stared at her questioninglly.</p>	<p>Fiction</p> <ul style="list-style-type: none"> How do you think the character is feeling? What makes you think that? If you were to write the next chapter, how would you continue the story? What do you think it might look like there? Why does the author use that word instead of just saying _____? What <i>expressions</i> do you think the character used when they said this? Can you summarise what happened in the chapter before this one? Who are the key characters in the book? How are they different?
<p>Writing techniques In the chapter the author uses ... -Simile -Hyperbole -Metaphor -Alliteration - Personification -Onomatopoeia Eg. The author of this poem uses personification to describe the rubble by saying that it <i>screached</i> and <i>squirmed</i> in agony making it sound as if it were a person.</p>	<p>Challenges</p> <ul style="list-style-type: none"> Can you read aloud with a different voice for each character in your book? Can you read in a place you never have before? Can you read to someone you have not read to before? Can you tell an adult a new word they may not know? Can you read when you're at the supermarket? For example, instructions or ingredients? Can you record your own audiobook and listen to it back? Can you make a den and read inside it? Can you read in all different weathers? Can you read while on a journey? Can you write your own short story and then read it to someone? Can you read over a phone call or facetime with a family member or friend? Can you create illustrations for this book?
<p>Writing techniques How has the author helped you imagine the setting? Eg. The author helped me imagine the Goblin bank by saying it had 'about one hundred more Goblins sitting on high stools behind a long counter, scribbling in large ledgers, weighing coins on brass scales, examining precious stones through eyeglasses'</p> <p>Challenge: Can you draw a picture of a scene in this chapter?</p> <p>When you complete a book Eg. My favourite character was Ron because he brings a humorous element to even the most intense chapter. He is significant and easy to imagine throughout the book. My favourite quote from Ron is 'HAVE YOU GONE MAD? ARE YOU A WITCH OR NOT?'</p> <p>Challenge: Write a book review (under 100 words)</p>	<p>Challenges</p> <ul style="list-style-type: none"> Can you read aloud with a different voice for each character in your book? Can you read in a place you never have before? Can you read to someone you have not read to before? Can you tell an adult a new word they may not know? Can you read when you're at the supermarket? For example, instructions or ingredients? Can you record your own audiobook and listen to it back? Can you make a den and read inside it? Can you read in all different weathers? Can you read while on a journey? Can you write your own short story and then read it to someone? Can you read over a phone call or facetime with a family member or friend? Can you create illustrations for this book?



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Home Learning

Children will be set home learning every **Friday**.

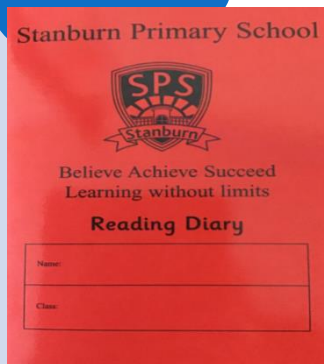
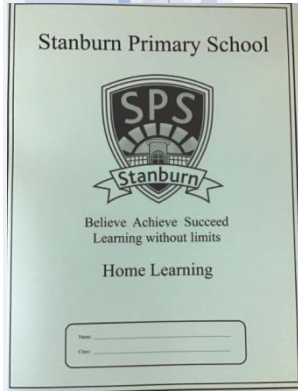
Home learning is recorded in the Home Learning book each week. The children are responsible for bringing and handing in their homework on the following **Wednesday**.

Spelling

The children will also receive Spelling Homework each week on a Friday; their spelling test will take place the following week.

Reading

All children need to read for at least 20 minutes per night. They must write comments in their Reading Diaries at least 3 times a week and this must be signed by a parent weekly. This will be checked once a week by a member of staff in school.



Home learning is checked every week. Any gaps in learning are addressed in class, group work or 1:1.



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Assessment

Children in year 5 are preparing for the SATs tests in year 6.

There will be on-going, teacher assessment, in every subject.

Children will be tested formally at the end of every term in Reading, SPAG and Maths.

Teachers will also use Stanburn's 'Writing Assessment Framework' to assess each child's writing. This will take place every half term.



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Relationship and Health Education (RHE)

RHE is part of our curriculum and is tailored to meet the needs of our pupils at each stage in their development and maturity, focusing on relationships.

- RHE covers a variety of topics, with a particular emphasis on: **relationships, privacy, consent, rights & responsibilities, communication skills and scientific knowledge of the human body.**
- It contributes to safeguarding pupils, promoting their emotional wellbeing and a positive ethos and environment for learning.



In addition, at Stanburn Primary School, we base our PSHE lessons on Jigsaw: a PSHE Association Quality Assured scheme of work.



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Working in Partnership

In Year 5, we would like to work in partnership with parents and guardians to ensure that we all have a productive year.

- Encourage your child to read regularly and try and find time to talk about what your child has read
- Have regular conversations about their learning
- Support home learning



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Working in Partnership

At the end of the school day, it is very important to us all that every single child in our school goes home safely.

The collection time is 3.15pm.

‘Collection points’ have been posted out on parent mail. Different year groups can be picked up in the places noted on this map and in the newsletter.

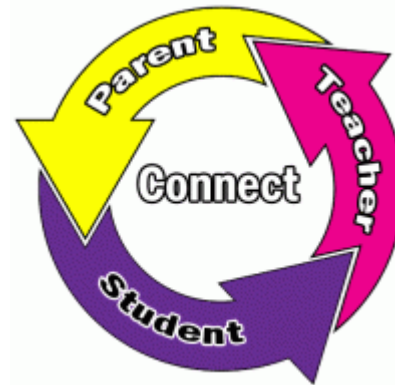
Please remember, if you have a Year 5 or Year 6 child who will be travelling alone, or meeting you on the pavement, we do need written permission.

Please remember, if collection arrangements are different, even for just a day or two, *we need to know!*



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Working in Partnership



The school works closely with the Stanburn's Governing Body, Parent Representatives, and the Parent, Teacher and Friend Association (PTFA) to build strong links between school and home.



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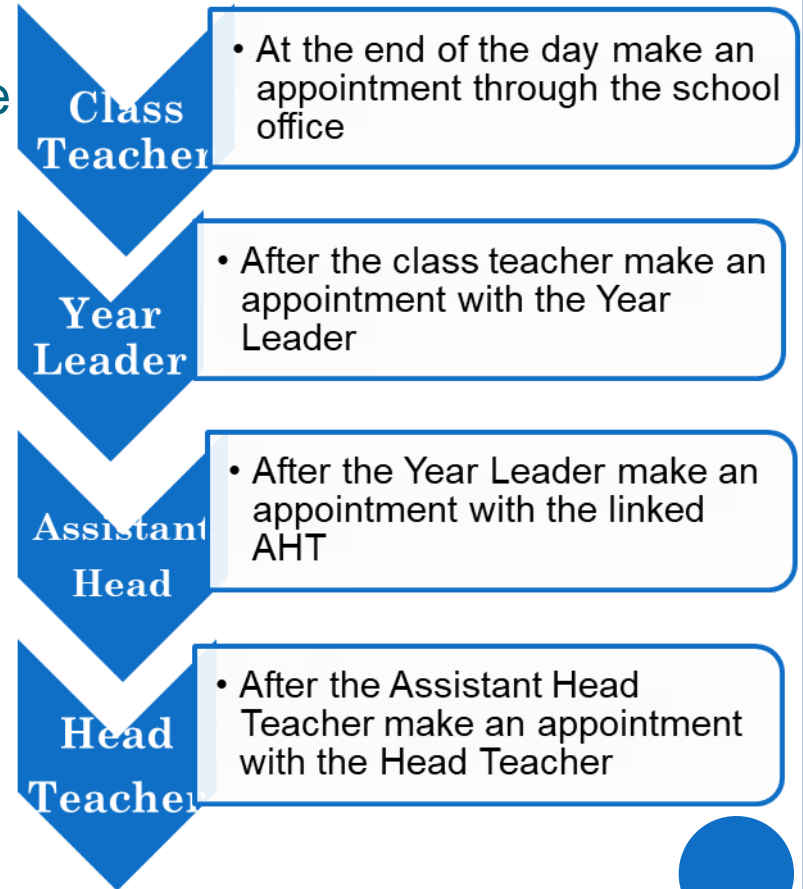
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COMMUNICATION

If you have any further questions or concerns, please contact the school office and make an appointment in the first instance with your child's class teacher. We want to listen and help.

If you need further assistance, then you will need to book an appointment with the Year Leader.

Any further assistance required, please make an appointment to speak to the Assistant Head for the Year Group.





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EXTRA-CURRICULAR ACTIVITIES

- We already have many engaging trips/workshops organised in Year 5.

Autumn	Spring	Summer
Headstone Manor Museum	Space VR	Level-up Outdoors (1 night residential)
	London Zoo	





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If you have any questions,
please email the school office
and remember to include your
child's name and class.