

Welcome to  
**Year 5**



Your teachers this year  
will be

Miss Mone - 5M

Mr Kennedy and  
Mrs Stringer - 5K

# Communicating with Teachers

- E-mail us through the school office: [info@st-edmunds.richmond.sch.uk](mailto:info@st-edmunds.richmond.sch.uk)
- E-mail to arrange a phone conversation.
- E-mail to arrange face to face meeting at an specified time. Parents will be asked to wear a face mask throughout the meeting.
- Write a note in your child's home/school journal.  
(Please make the child aware that the note is in there to ensure it is passed on).
- If your child is being collected by another adult, please write this in their diaries and remind them to tell us first thing in the morning. Phoning the office should only be done in an emergency.

# Expectations of the children

- ▶ Most children have a clear understanding of appropriate behaviour and we encourage them to take responsibility for their actions. The behaviour policy is outlined in the journals.
- ▶ We encourage respect for staff and peers.
- ▶ Children should be on time for school and lessons, having any books and equipment ready, e.g. school journal, reading book
- ▶ We have a focus on independence i.e. being in charge of their own homework, taking responsibility for their own PE kit etc. and we ask that parents support us with this.
- ▶ Take time to look through the Home-School Journal as it contains lots of information to support the children.

# Behaviour Policy

A copy of the Behaviour Policy can be found in the school journal.

We have high standards of behaviour which have all been agreed to in the home school agreement.

Instances of inappropriate language or behaviour will always be followed up. This could be in the form of either a detention or a letter.

(Children are asked to write a letter home explaining what they said/did.)

Both letters and detention slips will be sent home and must be signed by the child's adult, then returned to school.

# Curriculum Expectations

- All relevant information for the core subjects can be found on the school website.
- Please refer to our Year 5 school website page for details of our curriculum.
- If you need any support please let us know.

# Parental Support

- ▶ Please make us aware of any concerns you may have regarding your child's homework, behaviour or learning.
- ▶ If children should not be doing P.E. for any reason, please write us a note.
- ▶ If you are concerned about your child at any point, you must communicate with us so that we are able to support them appropriately.
- ▶ Make sure your contact details are up to date. Thank you.

# Lateness and Absence

- ▶ Children should be seated by 8.55. The register is taken at 9 and they do not want a late slip!
- ▶ If a child comes in after the register has been taken, they must collect a yellow slip from the office and bring it to their class teacher.
- ▶ Remember - even one missed day of school can affect a child's learning.



# School Meals

- ▶ If your child has school meals, please remember that these need to be booked online (details on App and website- speak to Mrs Nicholl if you need support).
- ▶ Please book at least a week in advance to ensure there is time to order ingredients.
- ▶ All payments will be made online.

# E-Safety, Social Networking - Acceptable Use

- ▶ The school has an 'Acceptable use policy' for the Internet and Social Networking. The aim is to keep all members of the school community safe - including children, staff and parents.
- ▶ We urge you to take note of the terms of the policy and do your best to support us in it (the link is available on the website)
- ▶ Parents may take photographs or videos at most school events. However, you **must ensure** that if you include children other than your own, it is solely for your personal use and will not be published on the internet - including social networking sites.
- ▶ Please make sure any school class WhatsApp group is used appropriately - thank you.

# Reading at home

- ▶ The children must read every day at home, for a minimum of 20 minutes
- ▶ We will be encouraging them to read a range of texts.
- ▶ Each day reading is to be recorded and signed on the yellow pages in their journals - children can record their reading but an adult must sign.
- ▶ We would appreciate comments that give a clear picture of how the children have read e.g. use of expression; sounds or words they may have struggled with; definitions of difficult words etc; their enjoyment of the book.
- ▶ If your child has reading scheme books, these are given out every **Tuesday** and collected every **Friday** to enable them time to quarantine. If your child forgets to return their books on a Friday they will not be given any new books until the following week - we must minimise risk and keep us all safe.

# Reading in school

- ▶ Children are practising their reading skills through EVERY curriculum area, not just the dedicated reading time. We do not record in your child's journal every time they practise their reading skills.
- ▶ However, we do have set reading times where reading skills are practised using the following formats...
- ▶ Shared Reading - this is a whole class activity. The text is chosen to support the learning of all pupils for excitement, engagement and progress year on year. The teacher models how to read, taking into account punctuation, expression and fluency. They think aloud to model thought processes for the children to see and use. This reading material could be on the board, in books, display or placed under the visualiser when reading a story for **THE WHOLE CLASS TO SEE!**

- ▶ Guided Reading - (At the moment this strategy will not be used as it does not allow for social distancing) the teacher works with a small group of children, who share the same reading level and work on similar next steps. For example, sounding and blending, reading with expression etc. The text is discussed for understanding and any new vocabulary.
- ▶ Reading for Pleasure - enjoying a story, (not class text or reading scheme books) for example, sharing a newspaper article, a poem, story or a prayer with the whole class!
- ▶ Individual reading 1:1 with an adult. This is when we will write a comment in your child's Homework Journal - therefore please ensure your child's Homework Journal and reading books are always in their bag.

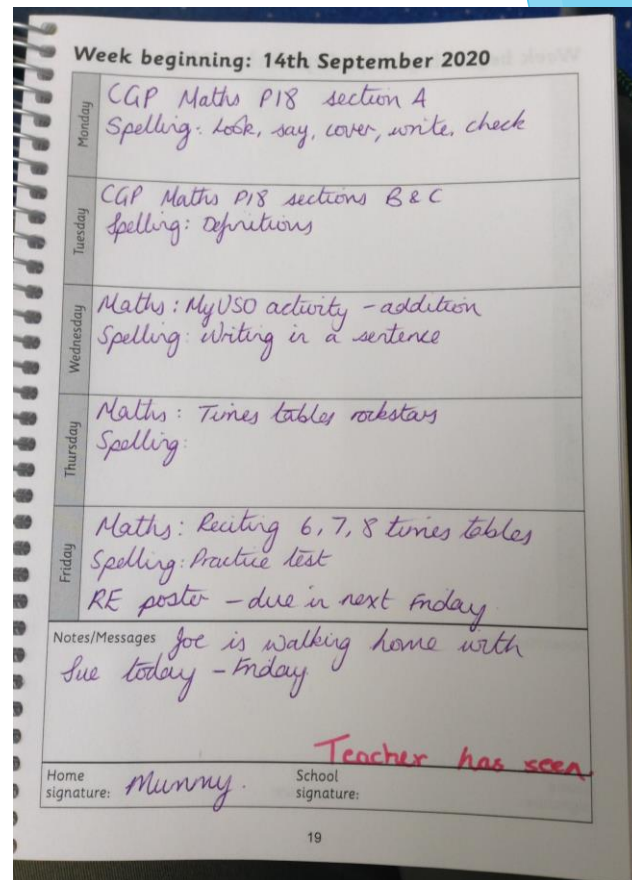
# Writing

- ▶ Support your child by helping them to find as many real life reasons to write as possible, e.g. Thank you cards, journals, diaries, reviews, blogs, postcards etc.
- ▶ The spoken language is the foundation of all English skills - make time to talk and model good use of standard English.
- ▶ Correct inaccurate grammar.
- ▶ Spelling homework
- ▶ Dictionary skills

# Homework expectations

- **Daily** reading (20 minutes minimum)
- **Weekly** spellings for test on **Mon** - week to learn - please record **daily** spelling practice in journals
- **Weekly** maths - **CGP** - **Tues** for **Mon** (30 mins work)
- **Daily** Multiplication tables/basic maths practice - please record in journals (on days when not completing **CGP** book). E.g. telling the time, practising the 4 operations (+, -, x, ÷).
- Occasional additional activities e.g. RE/Science/Reading Comprehensions. The children are expected to record these in their journals.

- ▶ An adult must sign the home /school diary at the end of each week (white pages) and the reading record on a daily basis (yellow).
- ▶ To support your child, you may find the following websites of interest:





# P.E.

- ▶ This term PE will be on a **Tuesday** and **Thursday**.
- ▶ Children are to come to school wearing their PE kit with their trainers.
- ▶ They must have a spare pair of shoes in their bag if the weather is bad or the field is muddy.

# Curriculum Assessment: Reminder

- ▶ Children will be assessed according to the expectations for their age group described as:
  - ❖ working towards (WTS)
  - ❖ working at the expected (EXS)
  - ❖ working at greater depth within the expected standard (GDS)
- ▶ Children will work towards mastering age-related skills in reading, writing, maths and spelling, punctuation and grammar.
- ▶ The focus is on deepening understanding not racing through age-related content.

# COVID 19 adjustments

- ▶ You will be aware of all the adjustments the school have been making to ensure the children are as safe as possible in the light of the COVID 19 pandemic.
- ▶ Please ensure you continue to check the communicator app regularly as our practices may need to change to keep up with the government's updated legislation.
- ▶ Thank you for being patient and continuing to follow the rules.
- ▶ If you would like your child to have their own hand sanitiser in school, please write the following sentence in their diaries and ask them to show us. *"I give permission for my child to have and use their own sanitiser in school"*

# Recovery Curriculum

- ▶ This is year we will be covering the year 5 curriculum as usual, however we will ensure that we review aspects of the year 4 curriculum to ensure that there are no gaps in essential learning.
- ▶ E.g. we will review year 4 methods for the 4 mathematical operations before moving onto year 5 methods.
- ▶ We are spending extra time on personal, social, health and physical education to ensure the children are fit and ready to learn.

# Zones of Regulation

- ▶ This year, we will be teaching the children about emotions and feelings through the Zones of Regulation Scheme. The **Zones** is a systematic, cognitive behavioural approach used to teach others to **self-regulate** their needs as well as their emotions and impulses in order to meet the demands of the environment and be successful socially.
- ▶ [https://www.youtube.com/watch?feature=emb\\_title&time\\_continue=14&v=41W6PsepwRg&safe=active&app=desktop](https://www.youtube.com/watch?feature=emb_title&time_continue=14&v=41W6PsepwRg&safe=active&app=desktop) - useful video to help understand the zones.

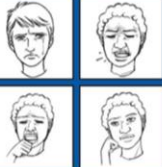



# THE FOUR ZONES: OUR FEELINGS & STATES DETERMINE OUR ZONE

- ▶ The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

- ▶ The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”.
- ▶ A yellow sign means be aware or take caution, which applies to the Yellow Zone.
- ▶ A red light or stop sign means stop, and when one is in the Red Zone this often is the case.
- ▶ The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.
- ▶ All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them.

# Thinking Maps: Visual tools - David Hyerle

In 2018-19 we introduced Thinking Maps at school. This year we plan to embed their use.

## HYERLE'S THINKING MAPS

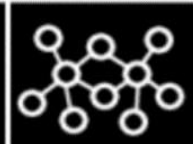
**Circle Map** -  
(with frame of reference)  
for defining context



**Tree Map** -  
for  
classifying/grouping

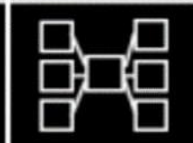


**Bubble Map** -  
for describing  
with adjectives



**Double Bubble Map**  
for comparing and  
contrasting.

**Flow Map** -  
for sequencing  
and ordering.



**Multi-Flow Map** -  
for analyzing  
causes  
and effects.

**Brace Map** -  
for identifying part/whole  
relationships



**Bridge Map** -  
for seeing  
analogies.

Thinking Maps are tools that help organise our thinking.

The eight maps each support a different type of thinking (cognitive process).

The children will be taking time later in the term to teach you a map or two.



## This year we will continue the process of introducing Habits of Mind (Dispositions and Attitudes) to the children.

Habits of Mind, created by Arthur L. Costa and Bena Kallick, are an identified set of sixteen problem solving, life related skills that are important for effective learning.

1. **Persisting**
2. **Managing Impulsivity**
3. **Listening with Understanding and Empathy**
4. **Thinking Flexibly**
5. *Thinking about Thinking (Metacognition)*
6. **Striving for Accuracy**
7. **Questioning and Posing Problems**
8. *Applying Past Knowledge to New Situations*
9. *Thinking and Communicating with Clarity and Precision*
10. *Gathering Data through All Senses*
11. **Creating, Imagining, Innovating**
12. *Responding with Wonderment and Awe*
13. **Taking Responsible Risks**
14. *Finding Humour*
15. *Thinking Interdependently*
16. *Remaining Open to Continuous Learning*

Highlighted in yellow, are the Habits of Mind the teachers feel we should focus on.

We will introduce one each half-term over the next year and a half. We will keep you updated in our Newsletters.

*We look forward to  
working with you and  
your child and getting to  
know you all better.*

*Y5 Team*