

Welcome to
YEAR 5





*Your teachers this year
will be*

Miss Mone – 5M

Mr Rose – 5R

Communication

- ▶ *Please write a note in your child's home/ school journal. (Please ask your child to tell us it is there to ensure the message is passed on)*
- ▶ *You can arrange a private meeting through the office or e-mail info@st-edmunds.richmond.sch.uk*
- ▶ *If you need to get in contact more urgently, please call the office. They will always pass on any communications and we can do our best to address any concerns.*
- ▶ *Please DO NOT WAIT until parents evening if you have any worries 😊*
- ▶ *The St Edmund's App includes: newsletter communication, calendar of events, reporting absence, PA information, questionnaires and much more*
- ▶ *Please ensure you have updated the App to your year group channel to make sure you receive the correct information.*

Curriculum at St Edmund's

- ▶ *At St Edmund's we teach the National Curriculum.*
- ▶ *We continue to add elements to the curriculum to enable children to 'keep up' not 'catch up' with any missed learning opportunities particularly bearing in mind the past year and a half.*
- ▶ *Curriculum Documents for Y5 can be found on the website for further detail if parents would like to access them and we will let you know when they have been refreshed.*
- ▶ *Clubs will be reintroduced and bubbles will gradually start to mix*
 - ▶ *eg. choir will be for all juniors as in previous years*
 - ▶ *Friday football will be for all year groups*
- ▶ *Parents evening in October will be virtual ensuring all parents get the same amount of time and reducing the need to organise baby sitters etc.*
- ▶ *Assemblies will be in real life for parents and parallel year groups*
- ▶ *We will continue to focus on children's well-being. This will be supported through whole class sessions using; Zones of Regulation, RSE, growth mindset approach in class, achievement certificates, Daily Mile, Skip2beFit, buddies.*

Zones of Regulation



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

- ▶ *The ‘Zones of Regulation’ teach children emotional vocabulary and understanding as well as self regulation.*
- ▶ *If children are able to identify how they are feeling they can then begin to understand and develop how to respond to situations in a socially acceptable way.*
- ▶ *We will continue to incorporate these into our class routines and encourage you to talk about these at home too.*
- ▶ *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.*
- ▶ *https://www.youtube.com/watch?feature=emb_title&time_continue=14&v=41W6PsepwRg&safe=active&app=desktop – useful video to help understand the zones.*

Thinking Maps – Visual tools

David Hyerle

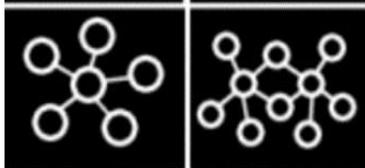
Thinking
School

HYERLE'S THINKING MAPS

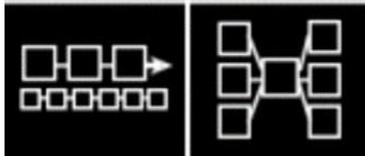
Circle Map -
(with frame of reference)
for defining context



Bubble Map -
for describing
with adjectives



Flow Map -
for sequencing
and ordering.



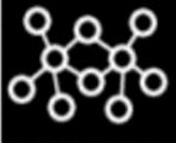
Brace Map -
for identifying part/whole
relationships



Tree Map -
for
classifying/grouping



Double Bubble Map
for comparing and
contrasting.



Multi-Flow Map -
for analyzing
causes
and effects.



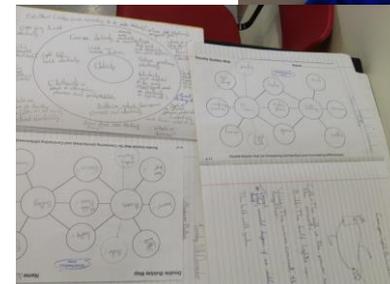
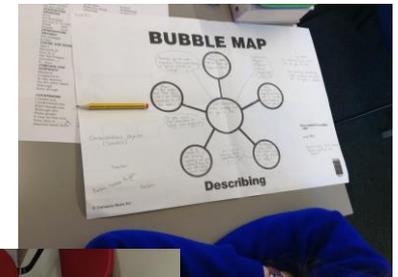
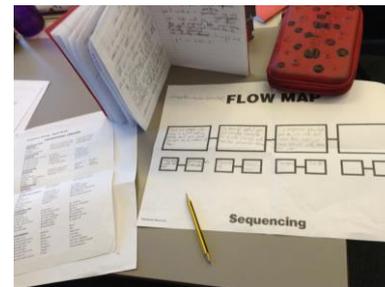
Bridge Map -
for seeing
analogies.



Thinking Maps are tools that help organise our thinking.

In 2018-19 we introduced Thinking Maps at school.

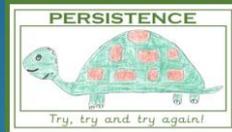
The eight maps each support a different type of thinking (cognitive process).



Thinking School

We continue the process of introducing the Habits of Mind (Dispositions and Attitudes) to the children.

1. Persisting



2. Managing Impulsivity – coming this academic year

3. Listening with Understanding and Empathy

4. Thinking Flexibly – coming this academic year

5. Thinking about Thinking (Metacognition)

6. Striving for Accuracy



7. Questioning and Posing Problems – coming this academic year

8. Applying Past Knowledge to New Situations

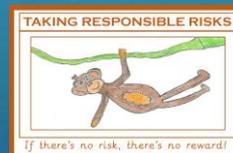
9. Thinking and Communicating with Clarity and Precision

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



Highlights indicate the Habits of Mind for 2021/2022 We will keep you updated in our Newsletters.

Introducing this year.... Thinking Skills and Personal Capabilities Curriculum

Thinking
School

- ▶ *From Nursery through to Year 6.*
- ▶ *Teachers focus on aspects such as*
 - ▶ ***Managing Information***
 - ▶ ***Thinking***
 - ▶ ***Problem-Solving and Decision-Making***
 - ▶ ***Being creative***
 - ▶ ***Working with others and***
 - ▶ ***Self-Management***
- ▶ *All aspects we feel are important for our pupils' development at St Edmund's.*
- ▶ *Teachers have selected a number of projects or topics they will use for this purpose.*



- ▶ *We are pleased to announce that we will have weekly adult led peer support groups for any of our children who may have experienced a painful loss for example parental break-up or bereavement.*
- ▶ *This will be run by three of our staff who have been trained by the Rainbows Charity through the Catholic Children's Society.*
- ▶ *Groups will be facilitated by the staff members who will be supervised by the Rainbows charity.*
- ▶ *Please contact Mrs Bainbridge at the following email address rainbows@st-edmunds.richmond.sch.uk*

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 eg. 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

- ▶ *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.*
- ▶ *We are in the process of changing our record keeping system to make sure we do not miss any incidences from previous years.*
- ▶ *If your child is experiencing any behaviours that you feel we may not be aware of or need a reminder please let us know.*

Recording Work at St. Edmund's School

- ▶ *There are a variety of exercise books the children use throughout school however they also record much of their work on whiteboards and in jotters.*
- ▶ *Each child has a maths and an English jotter, separate to their Maths and English books*
- ▶ *The jotters are used for practising and drafting purposes. They take pressure off children and allow them to experiment and explore new learning*
- ▶ *They are used as a conversation between teachers and children and are not officially marked*
- ▶ *The final edit in the Maths and English books are marked, using yellow and green highlighters*
- ▶ *The yellow highlights learning objectives achieved and elements of work that have been understood well*
- ▶ *The green highlights areas that may have been misunderstood or need to be developed further or need to be supported by the teacher*
- ▶ *Children are given two things to celebrate and one to work on as part of the marking process*

Reading at School

- ▶ *Children practice their reading skills each and every day through ALL areas of the curriculum not just during dedicated reading time.*
- ▶ *We need parental help to ensure the children practice these skills every day, particularly in the juniors. They need to develop their comprehension skills and understanding of texts they are reading.*
- ▶ *Researchers in the US who looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:*
- ▶ *The number of words children would have heard by the time they were **5 years old**:*
 - ▶ *If they were never read to, 4,662 words;*
 - ▶ *If they read 1-2 times per week, 63,570 words;*
 - ▶ *If they read 3-5 times per week, 169,520 words;*
 - ▶ *If they read daily, 269,660;*
 - ▶ *and if they read five books a day, 1,483,300 words.*

Year 5 Homework

- ▶ *Reading: every day for at least 20 minutes*
- ▶ *Spellings: RWI spelling patterns for a test at the end of the week + Daily spellings*
- ▶ *Comprehension: CGP Comprehension books - Weekly*
- ▶ *Maths: CGP Maths Text book - Weekly*
- ▶ *Times Tables - Everyday*
- ▶ *RE – Once a half term*
- ▶ *There will be occasional homework from other areas of the curriculum. These will be set with independent due dates.*

General Reminders/Updates

School Meals

- *If your child has school meals, please remember that these need to be booked and paid for online (details on app and website)*
- *Children will only be given the meal that has been ordered*
- *We are a nut free school*

Class Based Information

- *Children must bring a labelled water bottle to school*
- *Please provide a piece of fruit for a mid-morning snack. (KS2)*
- *Please let us know any changes to after school pick up/ walkers*

PE

- *PE will be on a **Tuesday and Thursday – See inside diary.***
- *Children 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.*
- *Swimming will take place in the Spring term. Details will be given nearer the time.*

Online-Safety, Social Networking – Acceptable Use & On-line Safety

- ▶ *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.*
- ▶ *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.*
- ▶ *Class WhatsApp groups should be used appropriately – thank you.*
- ▶ *Please continue to monitor your child’s screen time and check they are not accessing materials that are inappropriate for their age.*
- ▶ *Too many children are accessing apps/games/ social media and messaging services that are for age 12+*
- ▶ *Parents must parent their children’s after school use of devices. This is a safeguarding matter.*



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

Please remember to bring any concerns to us sooner rather than later and please do not feel the need to wait until more formal times like parents evenings.

Thank you

Y5 Team