

# Meet the teacher Year 5

Autumn 2023

# Introduction

## Mrs Theodorou

- Mon/Tues/Thurs/Fri for next 2 weeks
- Tuesday afternoons from 3<sup>rd</sup> October

Week of handover

## Mrs Athanasiou

Wed for next 2 weeks

## Miss Saunders

- Full time from 2<sup>nd</sup> October

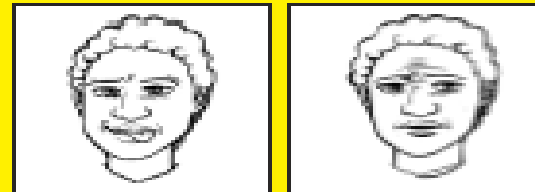
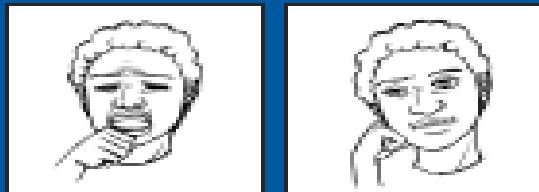
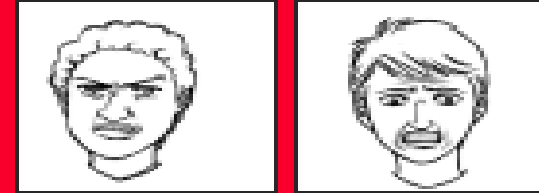
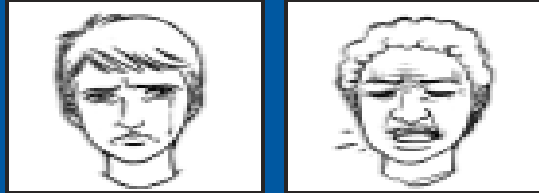
# Our Aims

- To enable children to achieve their best by upholding high expectations of all children – both in their learning and their behaviour
- To enable a smooth transition from Year 4 to Year 5 – supporting children’s well being
- To remove the lid on learning – provide opportunities and challenges for all
- To ensure that the Year 5 curriculum is fun and engaging but also extends the experiences that children have had already at EHA
- To develop independent learners who know how they can improve and strive to achieve
- To provide children with a broad and well-balanced curriculum through a range of learning opportunities
- To encourage responsibility to ensure children are able to look after their own belongings
- To have positive relationships with parents to ensure success

# Key dates

- PE days – Mondays (Outdoor PE with Mr Brown) and Thursdays (Indoor PE with class teacher –Dance or Gymnastics)
- Spanish Lessons with Mrs Dooley on Mondays.
- Music lessons with Mr Merrit-Hall on Tuesdays.
- Homework days: Sent out Friday, due back in on Tuesdays.
  
- Google Classroom Coffee Morning: 27<sup>th</sup> September at 9-10am
- Parent consultation day: 12<sup>th</sup> October 13.30-6.30pm

# The **ZONES** of Regulation®



## BLUE ZONE

Sad  
Sick  
Tired  
Bored  
Moving Slowly

## GREEN ZONE

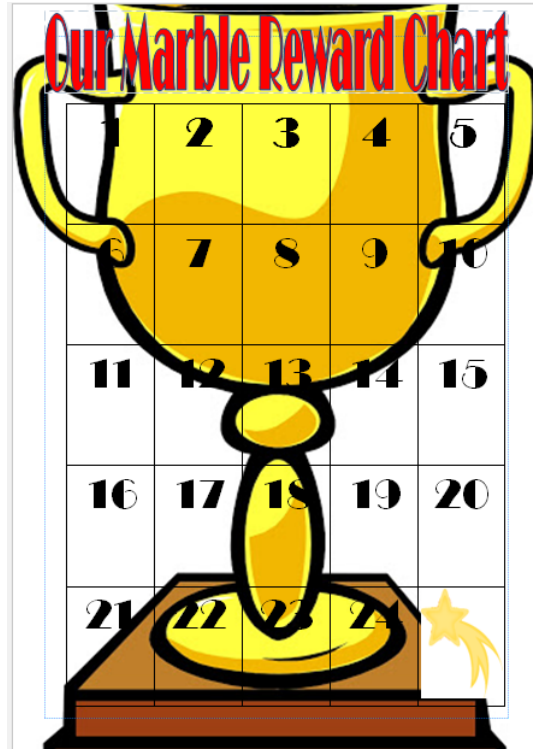
Happy  
Calm  
Feeling Okay  
Focused  
Ready to Learn

## YELLOW ZONE

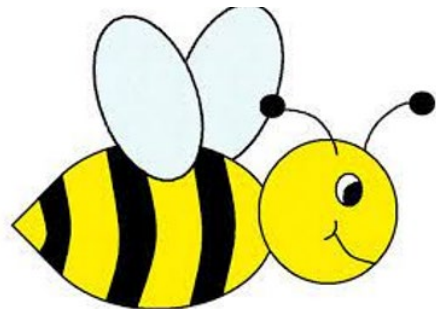
Frustrated  
Worried  
Silly/Wiggly  
Excited  
Loss of Some Control

## RED ZONE

Mad/Angry  
Terrified  
Yelling/Hitting  
Elated  
Out of Control



We have a two-strike rule



# Behaviour

| CLEAR VERBAL WARNINGS<br>(LEVEL 1 BEHAVIOUR)   | RESTORATIVE TIME/REFLECTION<br>SHEET<br>(LEVEL 2 BEHAVIOUR)   | ESCALATION TO SLT<br>(LEVEL 3 BEHAVIOUR)  |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Teasing/name-calling</li> <li>• Pushing in line</li> <li>• Talking when adult is talking</li> <li>• Staying in playground after the break/lunchtime is over</li> <li>• Interrupting or calling out</li> <li>• Attention-seeking/clowning around</li> <li>• Distracting others</li> <li>• Avoiding work/wasting time</li> <li>• Careless with school equipment</li> <li>• Running inside/rolling around</li> <li>• Arguing with other pupils</li> <li>• Spoiling other pupils' games</li> <li>• Play fighting</li> </ul> | <ul style="list-style-type: none"> <li>• Persistent <u>Level 1</u> behaviour</li> <li>• Continuing to distract other children's learning</li> <li>• Refusing to follow instructions</li> <li>• Rudeness to adults</li> <li>• Spitting on the floor</li> <li>• Lying</li> <li>• Deliberate defiance/disobedience</li> <li>• Biting, hitting, kicking</li> <li>• Scribbling on desk or on others' work</li> <li>• Frequent disruption of lessons</li> <li>• Graffiti/vandalism to property</li> <li>• Swearing</li> </ul> | <ul style="list-style-type: none"> <li>• Persistent <u>Level 2</u> behaviour</li> <li>• Any form of abuse, discrimination or prejudice because of gender, race, disability, religion or belief.</li> <li>• Bullying</li> <li>• Leaving the classroom without permission</li> <li>• Any unsafe behaviour online</li> <li>• Possession of harmful items</li> <li>• Persistent disruption of lessons</li> <li>• Putting themselves or others at risk of harm</li> <li>• Stealing</li> <li>• Spitting at others</li> <li>• Fighting</li> <li>• Verbal/physical abuse to adults</li> <li>• Using swear words in a violent or intimidating way</li> <li>• Vandalism – deliberate damage to school property</li> <li>• Dangerous defiance – refusal to follow instructions</li> <li>• Unwanted physical touch</li> <li>• Causing bodily harm</li> <li>• Persistent biting, hitting, kicking</li> </ul> |

# Behaviour

## 'Speak out'



- **Step 1**

If someone makes you unhappy at school through their behaviour or what they say to



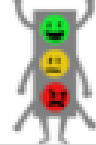


you, say **"Stop it, I don't like that."** Speak Out

- **Step 2**

If the behaviour continues, try again and say **"Stop it, I don't like that."** Speak Out

- **Step 3**

If the behaviour which is making you feel unhappy still continues, find an adult and tell them. Speak Out

|   |  |   |  |
|---|--|---|--|
| A | What happened/happens?<br>Who? When?                 |    |  |
|   | What were you telling yourself when this happened?   |    |  |
| C | How did you feel?                                    |    |  |
|   | What did you do?                                     |   |  |
|   | Good or bad consequence?                             |   |  |
| D | What might you do differently?                       |  |  |
|   | What can you tell yourself to help you achieve this? |  |  |

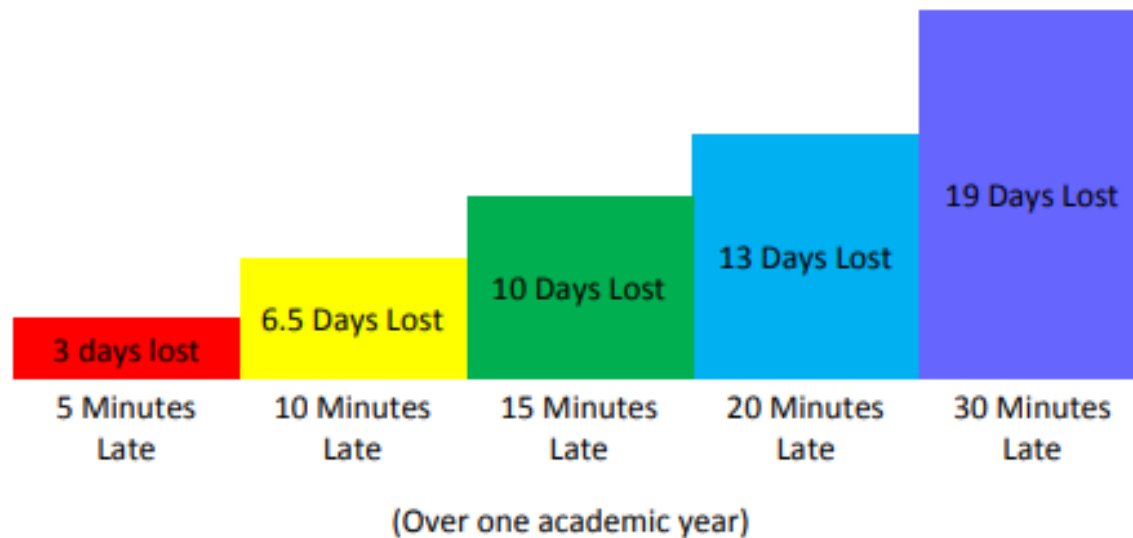


# Attendance

- At a minimum we expect children to be in school for **96%** of the time. This can still equate to 8 days of learning missed.
- If your child's attendance drops down to below 90%, this means almost 4 weeks of lost learning!
- Attendance is tracked weekly and celebrated in our assembly on Wednesdays.
- Parents/carers will be contacted and invited for a meeting with attendance lead (Mr Venn) if your child's attendance is declining to explore why.

# Punctuality

- Every minute counts!
- If a child is late every day, their learning as well as the other children in the classroom is disrupted. Below is a graph how being late to school every day adds up to lost learning time. [Missing on morning work](#)



# Uniform expectations

- Dark grey tailored trousers, skirt or pinafore
- Dark grey tailored knee length shorts in the summer (optional)
- Red and white checked dress in the summer (optional)
- White shirt **(not polo shirt)**
- Grey sweatshirt with the academy logo
- Grey cardigans with the academy logo (optional)/could be plain grey
- Socks and tights need to be plain black, grey or white
- EHA tie
- **Please label every item of uniform with your child's name and class**

**Children should always be smart:  
School jumper (worn or held, not tied  
around the waist)**

**White shirt (not polo)– always tucked in**

## **Footwear:**

- Plain black school shoes
- Plain black flat boots (winter)
- Black shoes should be flat. They should not have any flashing lights as they are distracting for all children. Children that are not in the correct footwear will be asked to change into plimsolls for the rest of the school day.

**Please speak to us if you require help  
with uniform.**



# PE kits

- White T-shirt (given to each child)
  - Black Enfield Height PE sweatshirt
  - Plain black shorts or black jogging bottoms
  - Black plimsolls (indoor) Black trainers (outdoor)
  - Children need to come to school dressed in their PE kit
- 
- Hair should be tied back if long
  - No nail varnish and stud earrings only
  - No other jewellery unless for religious reasons (all jewellery must be removed for PE –health and safety)

# Other uniform requirements

- All headwear must be plain black, burgundy or white in colour
- Plain gold or silver stud earrings are permitted but never on PE days. Watches are allowed; they need to have plain straps, preferably in black. Expensive jewellery is discouraged
- All children require an academy book bag bearing the school logo, which can be obtained from our main uniform provider
- Our main uniform provider for Enfield Heights Academy is Smiths Schoolwear on Lancaster Road – available to purchase online and be delivered either to your home or to school

# Times table information

| Year group | Multiplication expectations                 | Autumn 1                           | Autumn 2                                       | Spring 1  | Spring 2  | Summer 1     | Summer 2                   |
|------------|---|------------------------------------|--|---|---|--------------|----------------------------|
| Year 4     | Count in multiples of 6, 7, 9, 25 and 1,000 | 6x<br>12x                          | 7x   | 9x<br>11x   | 4x<br>8x  | 7x<br>9x     | 12x                        |
| Year 5     | To multiply and divide fluently             | Recap 6x<br>12x                    | Squared<br>Cubed                               | Recap<br>7x 9x                                      | Recap<br>4x 8x  | Recap 3x 6x  | Squared<br>Cubed           |
| Year 6     | To multiply and divide fluently             | Recap 7x 9x<br>& division<br>facts | Recap 3x<br>6x<br>Cubed &<br>division<br>facts | Recap 2x<br>4x 8x<br>Squared<br>& division<br>facts | Recap<br>12x<br>Squared<br>& Cubed<br>& division<br>facts | Gap analysis | See year 7<br>expectations |

# Times tables

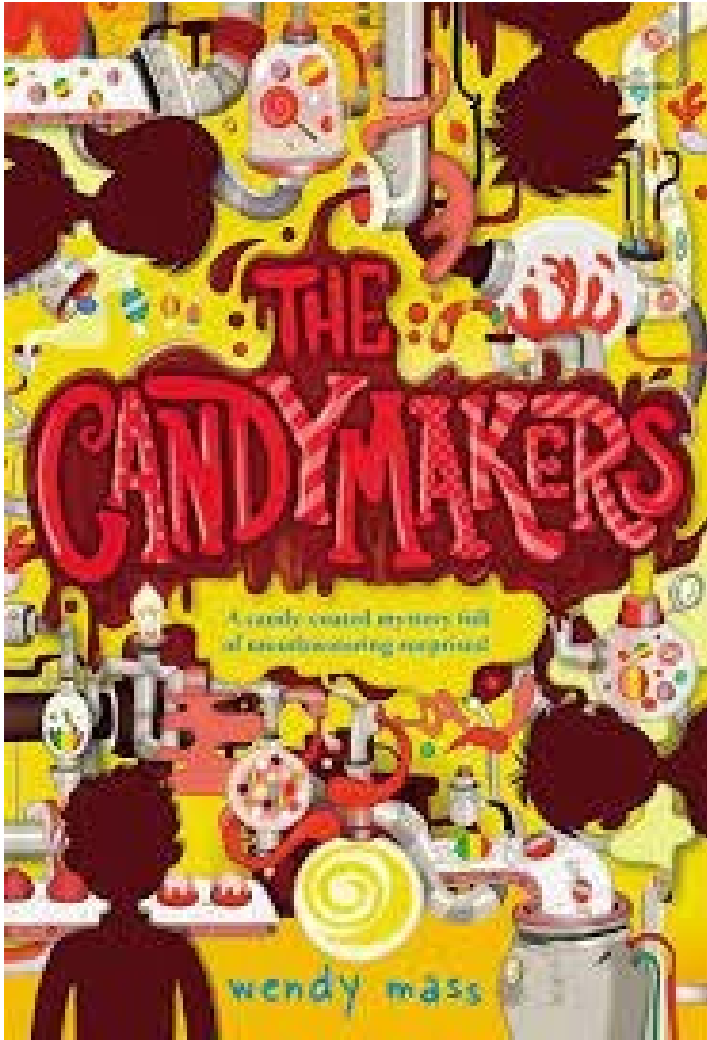
- Practise times tables at home by old fashioned chanting
- Ask your child times tables questions out of order – such as 11 x 12, then 5x6
- Use Apps and games to help build up speed
- <https://www.timestables.co.uk/speed-test/>
- <https://mathsframe.co.uk/>
- <http://www.timestables.me.uk/>
- Times Tables Rock Stars



Please check our website:

<https://www.enfieldheightsacademy.org.uk/>

| Medium Term Planning   |   | Learning Journey Map  |  | Term: Autumn 1  | Weeks: 7 weeks |
|--|---|---|--|---|----------------|
| Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture  |   |   |  |   |                |
| Teaching and Learning Principles and Curriculum Driver   |   |   |  |   |                |
| <b>Equality of Opportunity</b><br>Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience  | <b>Enquiry Based Learning</b><br>Creative thinkers; Real life challenge<br>Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills   | <b>Inspire awe and wonder</b><br>Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.   | <b>Force for Positive Change</b><br>Who or what has been a force for positive change?<br>How can we be a force for positive change?  |   |                |
| -Performing our poems to an audience.<br>-A visit to the foodbank.<br>-A picnic to share our recipes/work.   | -What is hunger?<br>-Who goes hungry?<br>-What is food waste?<br>-How can we reduce food waste in school?   | -A visitor from The Felix Project<br>-A picnic to share our recipes/work  | -How can we reduce food waste in our school and local community?<br>-How can we help people who are suffering from hunger?   |   |                |
| <b>YEAR 5</b><br><b>Title: Food Glorious Food</b>  | <b>Key Curriculum Areas: DT, Science, Art, RE</b>   | <b>Maths :</b><br>-Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000<br>-Read, write and compare numbers to at least 1,000,000 and determine the value of each digit<br>-Round any number up to 1,000,000<br>-Addition & Subtraction of whole numbers (mental and formal written methods)<br>-Multiplication (mental and formal written methods)<br>-Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use a why<br><b>Times tables:</b><br>Practise weekly in class and at home.<br><b>Cross Curricular Links</b> – measuring weight and ratio through cooking |  | <b>English</b><br>Generate vocab on Food glorious food<br><b>Narrative:</b><br><b>Poetry writing-</b> Tanka poem<br><b>Fiction writing: Fictional mystery story.</b><br>Engaging the children in the candy maker. Children will be watching clips of Willy Wonka<br>Write own fictional story<br><b>Non-fiction-</b> Persuasion<br>-Look at a range of persuasive texts<br>-Investigate different sweets adverts<br>-Write own persuasive texts |                |
| <b>Big Bang</b><br>Exploding lunch bags  | <b>Learning Journey- Science: Materials</b><br>-Compare and group everyday material; To know that some materials dissolve in a liquid to form a solution<br>-Use our knowledge of materials to help separate them<br>-Predict, investigate and discover which materials will dissolve; Identify and explain irreversible chemical changes<br>-Explore thermal insulating properties on given materials<br>-Short investigative writing from scientific observations of the effects of dissolving, separating mixtures and irreversible changes. |   | <b>Art: Street Art</b><br>To focus on Banksy's street art and discover the messages/meanings behind his work. To use and practise a variety of drawing to create a piece with a moral message on hunger.   |   |                |
| <b>School Trips/Special Events</b><br>- Visitor from the food bank/Felix project<br>-Visit to a food bank  | <b>Learning Journey- D&amp;T: Cooking and nutrition</b><br>-To understand where food comes from and how the seasons can affect this<br>-To understand how food is processed into ingredients<br>-To adapt a recipe to change its appearance, taste, texture and aroma<br>-To use a range of cooking techniques (peeling, slicing, etc)<br>-To peer and self-evaluate their own recipe, whilst offering suggestions before serving their final product   |   | <b>Languages - Spanish</b><br>-To recall nouns for pets, to recognise singular and plural forms & to exchange information about pets<br>-To recall colours & describe the colour of pets; To use appropriate adjective form<br>-To identify hobbies and leisure activities<br>-To express preferences & some sports & express preferences. |   |                |
| <b>Celebration</b><br>-Picnic with parents   | <b>Learning Journey R.E: Buddhism</b><br>To explore beliefs and teachings. To understand values. To name and explore practices and lifestyle.   |   | <b>PSHE – Being in my world</b><br>-What are your personal learning goals for this year?<br>-How motivated are you to achieve these goals?<br>-Understand rights and responsibilities as a citizen of my country.<br>-I understand my rights & responsibilities as a citizen of my country & as a member of my                             |   |                |
| <b>Physical Education- Outdoor</b><br>Netball passes and techniques; Identify and complete the different passes; Understand the rule of footwork (Pivoting)<br><b>Indoor- Dance</b><br>To be able to be able to demonstrate fluency and rhythm in a processional dance without prompting, in time and following the beat, adapting and changing formation towards the end. | <b>Computing – Computer science</b><br>Functional thinking<br>Children to consolidate the concepts of complex code-block sequences, loops and repetition and requiring computational thinking and logic   |   | <b>Music</b><br>To recall instrument families, listen with intent & sing a new song. To refine singing & perform a tuned percussion parts, explore the features of musical genres & vocal performance.   |   |                |



In English we are reading, 'The Candymakers'.

From this the children will be writing mystery stories and persuasive adverts.

# Assessment

- Teachers continually assess children through marking, feedback, questioning and observation in class.
- We will formally assess (test) once every term, and this goes towards supporting our teacher assessment.
- We will communicate with parents/carers regarding progress during parent consultations.
- If you would like to discuss progress or find out how your child is doing in the meantime, please speak to the class teacher.

# Trips

‘Play in a day!’ at Heron Hall

A fun filled day where the children will use music, drama, art and creative writing to create a play in one day.

Friday 29<sup>th</sup> September.

# Home Learning

At EHA, we believe that homework should provide opportunities to:

- reinforce learning that has taken place in the classroom
- provide opportunities for parents/carers to become more familiar with their child's learning and enjoy a shared learning experience with their child
- prepare children for the next academic stage of their school life
- develop valuable life skills and good work habits such as organisation and time management
- foster independence, confidence and resilience ·inspire creativity and curiosity outside of the classroom

# Homework

Expected weekly homework will be found on Google Classroom and will usually require online completion. Homework will be set on a Friday and be expected to be completed by the following Tuesday. Any issues with Google classroom please ask.

- **Daily Reading** – Year 5 expectation to read every day and sign record (sample comment templates at the back of every reading record). Once a week, children will be given the opportunity to exchange this book if they have finished it.
- **Daily Timetable practice** – Timetable Rockstars (logins to be given out today).
- **Weekly Spelling** - children set 10 words and will be tested on their spellings during the following week. Words from spelling rules in national curriculum and Year 5/6 Spelling list.
- **Weekly English** – This may be a text for them to read over the weekend in preparation for their reading lessons the following week or linked to an aspect of English they have been taught that week.
- **Half Term Learning Journey homework** – children may be asked to complete a half termly project linked to their learning journey. They will have the half term to research and prepare and will have the opportunity towards the end of the half term to present this to the class.

# Concerns/Communication/Pathway

- Pass any information that could be relevant for the day (office/member of staff at the gate, teacher)
- Address class team first
- Following that request appointment /phone call with Mr Currie (Year 4-6 Leader).
- Request a meeting with DHT Mr Venn (contact office for a meeting).
- If you are still concerned and situation has not been resolved, request an appointment with HT, Mrs Powrie
- SEN concerns-Mrs Radmore and Ms Monaghan

# How to help your child at home

- Listen to them **reading** as much as possible – ask question about what they are reading. Support given at back of Reading Records.
- **Timestables** support – TTRS competitions or utilising resources that are sent home.
- Working through Year 5/6 statutory **spelling** words.



Thank you

Any Questions?

