

Meet the teacher Year 5

Autumn 2024

Meet the team

Michanne Brown

- Year 5 class teacher
- Eco lead

Warren Palmer

- Learning support assistant
- Drama club lead


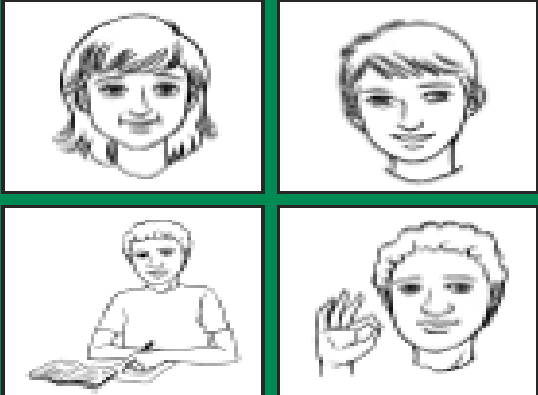
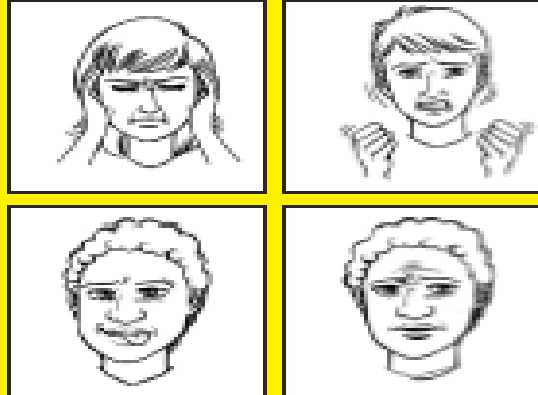
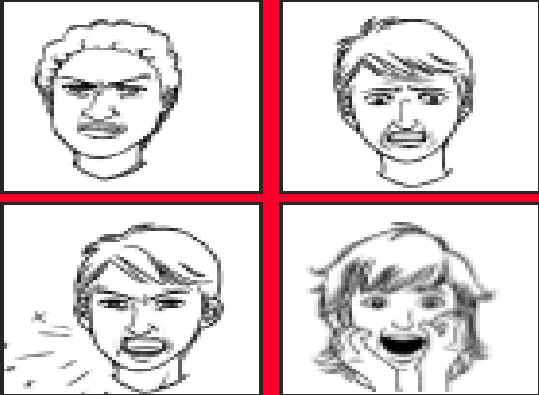
Our Aims

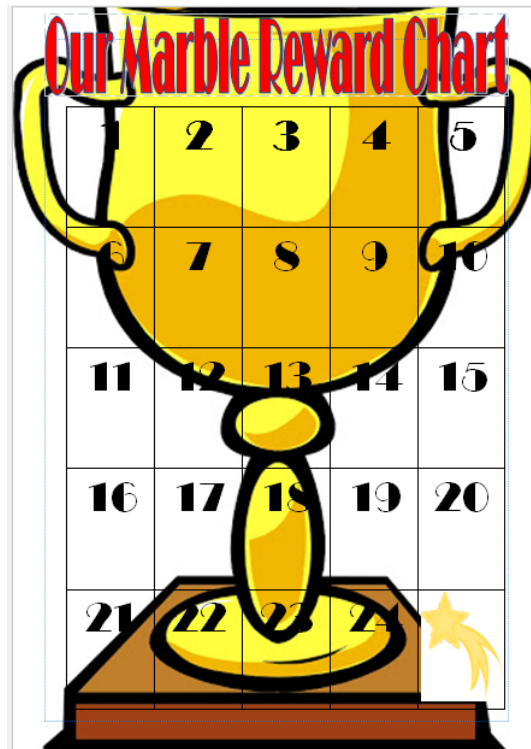
- To enable children to achieve their best by upholding high expectations of all children – both in their learning and their behaviour
- To enable a smooth transition from Year 5 to Year 6 – supporting children's well being
- To remove the lid on learning – provide opportunities and challenges for all
- 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 which prepares them for KS2 assessments as best as possible and life beyond the primary classroom
- To encourage responsibility to ensure children can look after their own belongings
- To have positive relationships with parents to ensure success
- To provide children with a special and memorable end to their primary education here at EHA

Key dates

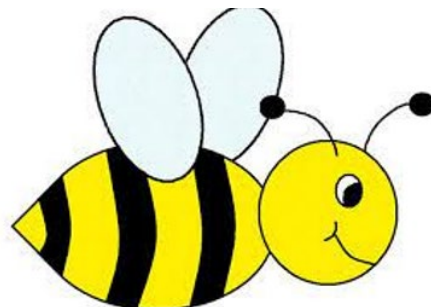
- PE days –Tuesday (Outdoor PE with Mr Brown) Wednesday (Indoor PE with Mrs Brown)
- Homework days: Sent out Friday, due back in on Tuesdays
- Pupils are expected to read every day. Books changed upon completion of banded text
- Music lessons. Music lesson with Mr Merrit-Hall on Tuesdays
- Spanish lesson on Tuesdays
- Parent consultation day: Thursday 17th October

The **ZONES** of Regulation®

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



We have a two-strike rule



Behaviour

Behaviour Guidance

Yellow Behaviours (CLEAR VERBAL WARNINGS)	Red behaviours (Red Lunch)	Serious red behaviours (Strikes)
<ul style="list-style-type: none"> • Teasing/name-calling • Pushing/pushing in line • Talking when teacher/adult is talking • Staying in playground after the break/lunchtime is over • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time • Careless with school equipment • Running inside/rolling around • Arguing with other pupils • Being uncooperative • Spoiling other pupils' games • Play fighting • Inappropriate cheekiness • Eating in class • Lying 	<ul style="list-style-type: none"> • Persistent Level 1 behaviour • Persistent hindering of other children's learning • Arguing back or rudeness to staff • Spitting (on the floor) • Biting, hitting, kicking • Defacement e.g. scribbling on desk or others' work • Frequent disruption of lessons • Graffiti/vandalism to property • Fighting – squabbles • Cussing and/or swearing • Using swear words in a violent or intimidating way • Inciting trouble 	<ul style="list-style-type: none"> • Persistent Level 2 behaviour • Any perception of abuse, discrimination or prejudice-based bullying because of sex, race, disability, religion or belief, sexual orientation or gender reassignment in line with the Equality Act 2010 • Purposeful, unsafe behaviour online e.g. texting offensive messages to other pupils on mobile phones/through online gaming • Vandalism – deliberate damage to school property • Biting and breaking of skin • Vicious kicking • Dangerous defiance – refusal to follow instructions • Putting themselves or others at risk of harm • Stealing • Extortion/bullying • Spitting at others • Fighting – thuggery • Verbal/physical abuse of staff • Causing bodily harm • Persistent hitting • Spreading dangerous rumours

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

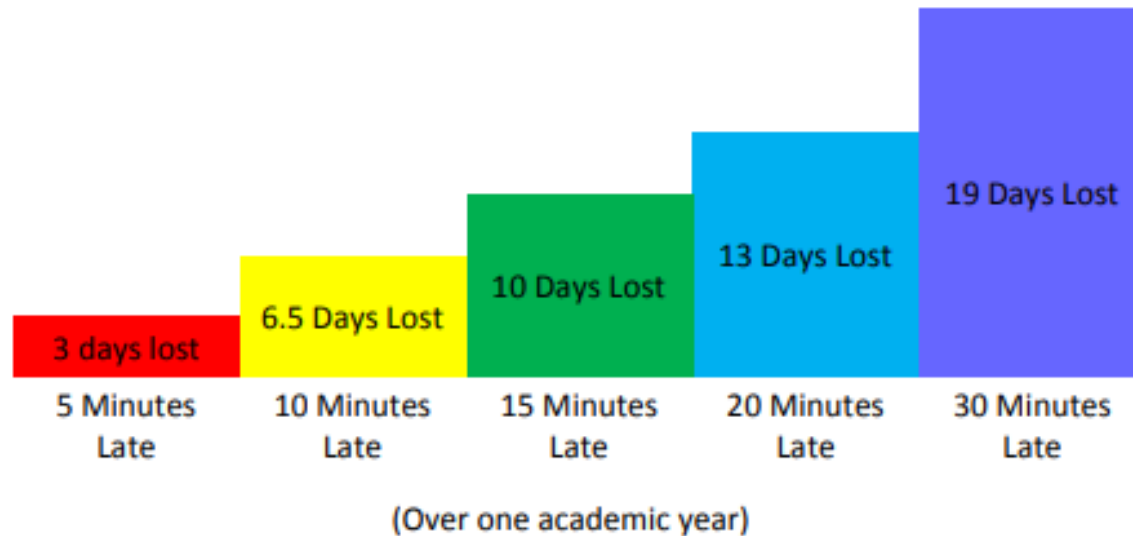
2. What happened before? 	1. What happened? 	3. What happened after? 								
4. What next? 	5. What next time? 									
What zone were you in? <table border="0"><tr><td></td><td></td><td></td><td></td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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
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- 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
Reception	Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.						
Year 1	Count in 2, 5, 10	Experience of counting in 2, 5, 10's			Intro 2x	Intro 5x	Intro 10x
Year 2	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forwards and backwards.	1x 2x	2x 5x Related word problems	10x Intro 3x Related word / reasoning problems	3x Related word/ reasoning problems	Recap all Related word/reasoning problems	Recap all Related word/reasoning problems
Year 3	Count from 0 in multiples of 4, 8, 50 and 100	2x 4x	4x 8x	3x	4x 8x	3x 6x	6x 12x
Year 4	Count in multiples of 6, 7, 9, 25 and 1,000	6x 12x	7x	9x 11x	4x 8x	7x 9x	12x
Year 5	To multiply and divide fluently	Recap 6x 12x	Squared Cubed	Recap 7x 9x	Recap 4x 8x	Recap 3x 6x	Squared Cubed
Year 6	To multiply and divide fluently	Recap 7x 9x & division facts	Recap 3x 6x Cubed & division facts	Recap 2x 4x 8x Squared & division facts	Recap 12x Squared & Cubed & division facts	Gap analysis	See year 7 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: 8 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					
Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience -Performing our poems to an audience. -A visit to the foodbank.	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprising collaboration; Independent; Fostering and applying thinking skills -What is hunger? -Who goes hungry? -What is food waste? -How can we reduce food waste in school?	Inspire awe and wonder Use stimuli to motivate and inspire- visits, visions, artefacts, books, videos, plays, role play etc. - A visit to the foodbank	Force for Positive Change Who or what has been a force for positive change? How can we be a force for positive change? -How can we reduce food waste in our school and local community? -How can we help people who are suffering from hunger?		
YEAR 5 Title: Food Glorious Food		Key Curriculum Areas: DT, Science, Art, RE		Maths : -Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 -Read, write and compare numbers to at least 1,000,000 and determine the value of each digit -Round any number up to 1,000,000 -Addition & Subtraction of whole numbers (mental and formal written methods) -Multiplication (mental and formal written methods) -Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use & why Geometry – 2D and 3D shapes Times tables Practise weekly in class and at home. Cross Curricular Links – measuring weight and ratio through cooking	
Big Bang Exploding lunch bags	Learning Journey- Science: Materials -Compare and group everyday material; To know that some materials dissolve in a liquid to form a solution -Use our knowledge of materials to help separate them -Predict, investigate and discover which materials will dissolve; identify and explain irreversible chemical changes -Explore thermal insulating properties on given materials -Short investigative writing from scientific observations of the effects of dissolving, separating mixtures and irreversible changes.	Learning Journey- D&T: Cooking and nutrition -To understand where food comes from and how the seasons can affect this -To understand how food is processed into ingredients -To adapt a recipe to change its appearance, taste, texture and aroma -To use a range of cooking techniques (peeling, slicing, etc) -To peer and self-evaluate their own recipe, whilst offering suggestions before serving their final product		English Generate vocab on Food glorious food Narrative Poetry writing - Tanka poem Fiction writing - Fictional mystery story. Engaging the children in the candy maker. Children will be watching clips of Willy Wonka Write own fictional story Non-fiction - Persuasion -Look at a range of persuasive texts -Investigate different sweets adverts -Write own persuasive texts	
School Trips/Special Events -Visit to a food bank	Learning Journey- RE: Buddhism To explore beliefs and teachings. To understand values. To name and explore practices and lifestyle.	Learning Journey- PSHE: Being in my world -What are your personal learning goals for this year? -How motivated are you to achieve these goals? -Understand rights and responsibilities as a citizen of my country. -I understand my rights & responsibilities as a citizen of my country & as a member of my		Languages - Spanish -To recall nouns for pets, to recognise singular and plural forms & to exchange information about pets -To recall colours & describe the colour of pets; To use appropriate adjective form -To identify hobbies and leisure activities -To express preferences & some sports & express preferences.	
Celebration Cook a cultural dish	Physical Education- Outdoor Netball passes and techniques; identify and complete the different passes; Understand the rule of footwork (Pivoting) Indoor- Dance 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.	Art: Street Art To focus on Banksy's street art and discover the messages/meanings behind his work. To use and practice a variety of drawing to create a piece with a moral message on hunger.		Music 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.	

Assessment

- Teacher Assessment framework (TAF) year 5-daily as part of teaching and learning
- Year 5 will complete a round of NFER assessments each term. This is to help identify gaps, inform planning, prepare children and structure support.

Trips

Trip to the foodbank

STEM fair

Heron Hall Science Transition Day

Visit a mosque (RE)

London Zoo

British Museum



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.

- **Google Classroom** – children will be set homework on google classroom and in paper form.
- **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** -From Year 2 onwards, children will be tested on their year group spellings –more information to follow from Miss Michael.
- Each week, children will be taught explicit spelling rules in class and this will be supported by weekly homework to reinforce these rules.
- **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. Mr Currie will inform the children when these projects are required.

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; request appointment /phone call Speak to Mrs Brown
- Request a meeting with DHT Mr Venn (contact office)
- If you are still concerned and situation has not been resolved, request an appointment with HT Mrs Powrie
- SEN concerns: Havva Pavli

How to help your child at home

- Listen to them **reading** as much as possible – ask question about what they are reading.
- **Timetables** support – TTRS competitions or utilising resources that are sent home.
- Working through Year 5/6 statutory **spelling** words – see handout

Thank you

Any Questions?

