Meet the teacher Year 5

Autumn 2026

NORTH STAR COMMUNITY TRUST

Enfield Heights ACADEMY

Meet the team

Miss McKenzie

- Year 5 class teacher
- Geography lead

Warren Palmer

- Learning support assistant (Y5 + Y6)
- Drama club lead
- Interventions in Y6

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Our School Values

KINDNESS, RESPECT, RESILIENCE & BRAVERY

What underpins our curriculum (school drivers)

To be a Force for Positive Change

We want out children to be the change they want to see in the world

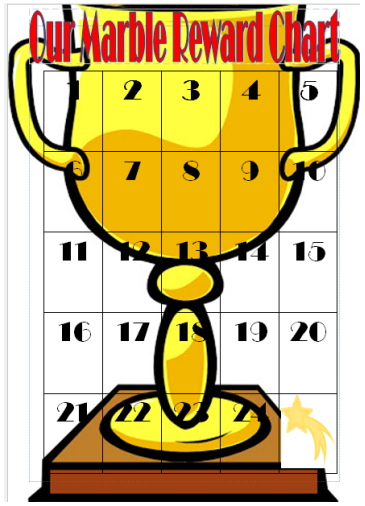
Reading

Reading is the gateway to all learning.

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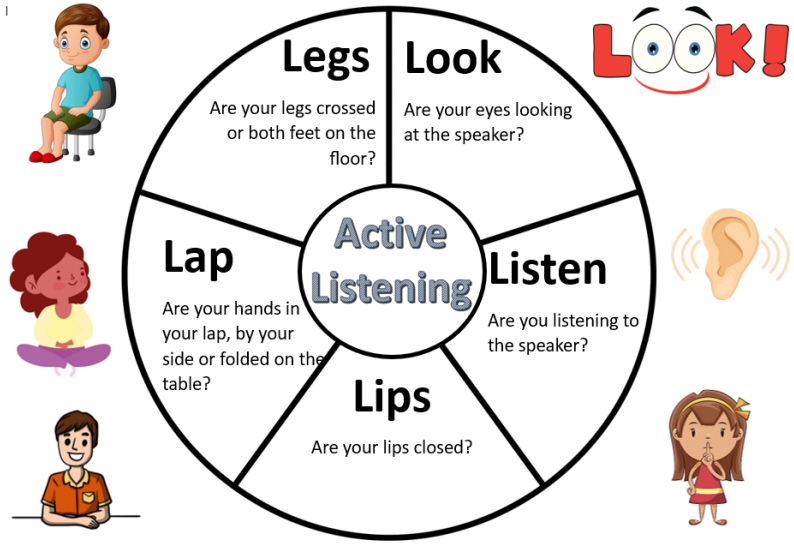
Our Learning Behaviours Expectations

Marbles



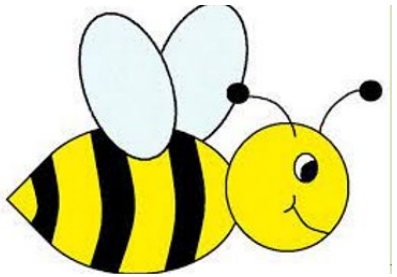


Listening and Learning



Attendance & Punctuality





Celebration

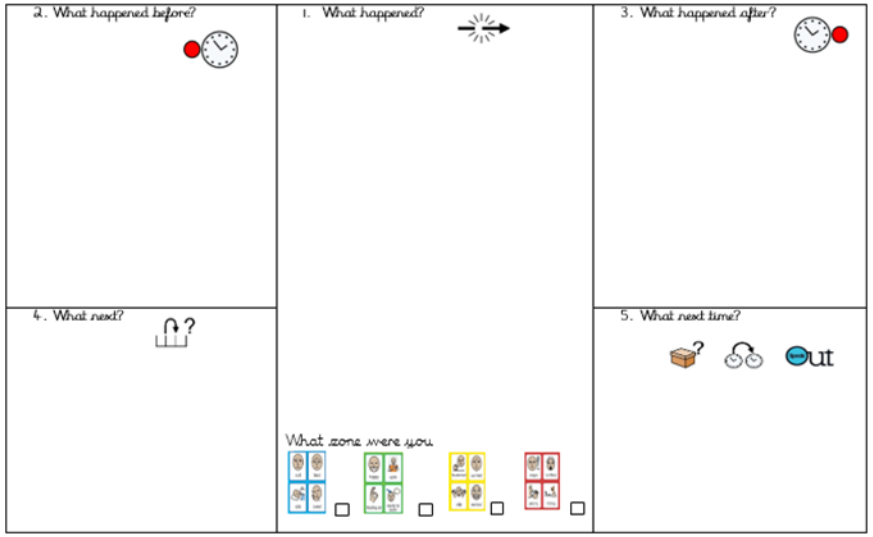




Behaviour

Behaviour Guidance

Yellow Behaviours (WARNINGS: x4 = Reflection) -1	Red behaviours (Red Lunch) -3	Serious Red behaviours (Strikes) -5
UNKIND BEHAVIOUR • Teasing/name-calling • Careless with school equipment • Arguing with other pupils • Being uncooperative • Spoiling other pupils' games • Play fighting **NOT FOLLOWING INSTRUCTIONS or SCHOOL RULES** • Pushing/pushing in line • Staying in playground after the break/lunchtime is over • Running inside/rolling around • Eating in class **DISRUPTING LEARNING** • Talking when teacher/adult is talking • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time **INAPPROPRIATE BEHAVIOUR or LANGUAGE** • Inappropriate cheekiness • Lying • Use of inappropriate Language • Gossiping	**PERSISTENT LEVEL 1 BEHAVIOUR** • Persistent Level 1 behaviour • Persistent hindering of other children's learning • Frequent disruption of lessons **VERBAL AGGRESSION** • Arguing back or rudeness to staff **PHYSICAL AGGRESSION** • Biting, hitting, kicking • Fighting – squabbles • Spitting at others **INAPPROPRIATE LANGUAGE DIRECTED TOWARDS OTHERS** • Cussing and/or swearing • Using swear words in a violent or intimidating way **INCITING TROUBLE** • Inciting trouble • Spreading dangerous rumours **VANDALISM** • Graffiti/vandalism to property • Spitting (on the floor) • Defacement e.g. scribbling on desk or others' work **INPPROPRIATE USE OF IT** • Typing inappropriate content into search engines • Sending inappropriate messages (not discriminatory or bullying) **USE OF THREAT / VIOLENCE** • Threatening language or actions directed towards another student **STEALING** • Stealing	**PERSISTENT LEVEL 2 BEHAVIOUR** • Persistent Level 2 (Red) behaviour **SERIOUS PHYSICAL AGGRESSION** • Fighting/hitting in anger • Biting and breaking of skin • Vicious kicking • Causing bodily harm • Persistent hitting • Fighting – thuggery **BULLYING** • Repeated targeted unkind behaviour • Extortion/bullying **VERBAL ABUSE AGAINST ADULT or PUPIL** • Serious aggressive abuse or language directed towards an adult or pupil • Verbal/physical abuse of staff **SERIOUS ONLINE INCIDENT** • Purposeful, unsafe behaviour online e.g. texting offensive messages to other pupils on mobile phones/through online gaming **DISCRIMINATORY 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 **SERIOUS VANDALISM OF SCHOOL PROPERTY** • Vandalism – deliberate damage to school property **RISK TO SAFETY** • Dangerous defiance – refusal to follow instructions • Putting themselves or others at

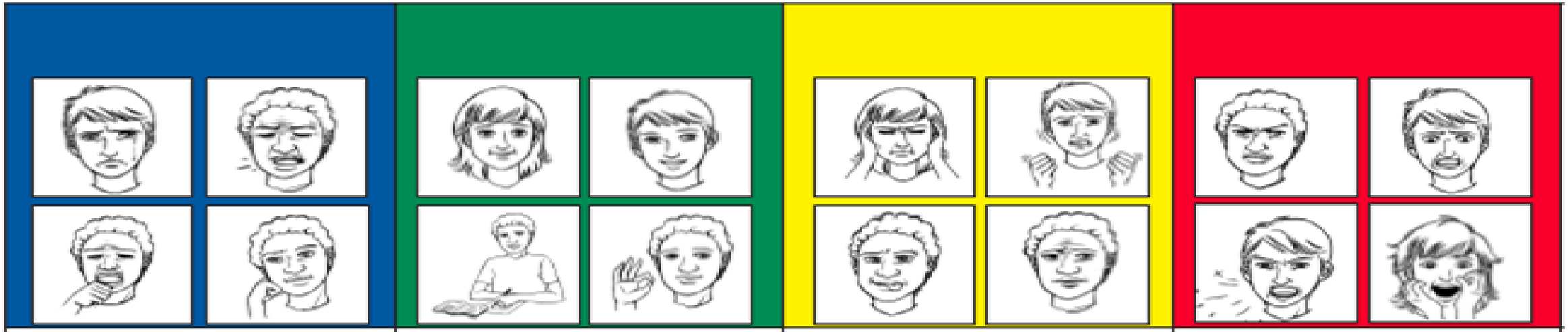




We have a two-strike rule

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The ZONES of Regulation®



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

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Developing pupil voice

‘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

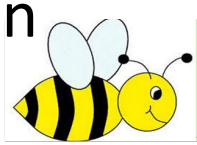
If the behaviour which is making you feel unhappy still continues, find an adult and tell them. Speak Out

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Attendance & Punctuality

- At a minimum we expect children to be in school for **96%** of the time. This can 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!
- Regular days off interrupts children building on their learning and leads to learning gaps – which significantly impacts their progress.
- Attendance and punctuality is tracked weekly and celebrated in our assembly on Mondays.
- There will also be a new attendance raffle. Children will earn a raffle ticket or every week they **Attend school every day and on time.** At the end of a term, tickets will be drawn out during a special assembly and prizes won! The more raffle tickets your child has, the more likely they are to win!
- 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.





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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



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Uniform expectations

- Dark grey tailored trousers, shorts, skirt or pinafore
- Dark grey tailored knee length shorts in the summer (optional)
- Red and White Gingham dress for Summer (optional)
- White shirt **(not polo shirt)**
- Grey jumper with the academy logo
- Grey cardigans with the academy logo
- Socks and tights need to be plain black, grey or white
- School tie (elastic for KS1 and Reception, full tie for KS2)
- **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 as distracting for all children. Children that are not in the correct footwear – we will contact parents.

Please speak to us if you require help with uniform.

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PE kits

- White T-shirt (no logo)
- Black Enfield Height PE jumper.
- Plain black shorts or black jogging bottoms
- Black trainers (outdoor) indoor PE will require bare foot for dance and gymnastics.
- 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)

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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
- Our main uniform provider for Enfield Heights Academy is Uniform4Kids

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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

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Home Learning

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.

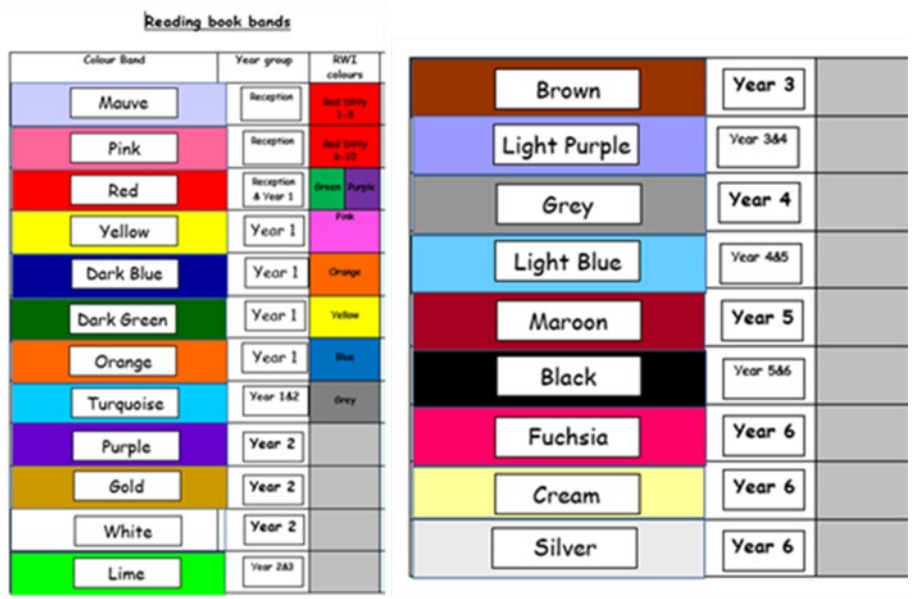
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- **Daily Reading**
- **Daily Timetable practice** –Timetable Rockstars
- **Weekly Spelling** -From Year 2 onwards, children will have quizzes on their year group spellings.
- **Weekly English** – This may be a text for them to read over the weekend in preparation for their reading lessons the following week or linked to an aspect of English they have been taught that week.
- **Weekly Maths** – This will consolidate what the children have been learning in class and will be set on Mathletics.
- **Half Term Learning Journey homework** – children may be asked to complete a half termly project linked to their learning journey.

Reading

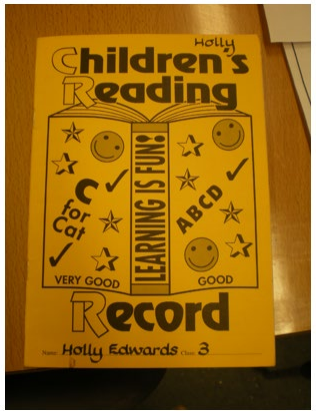
Children to bring home **two books**: a banded book and a book for pleasure.

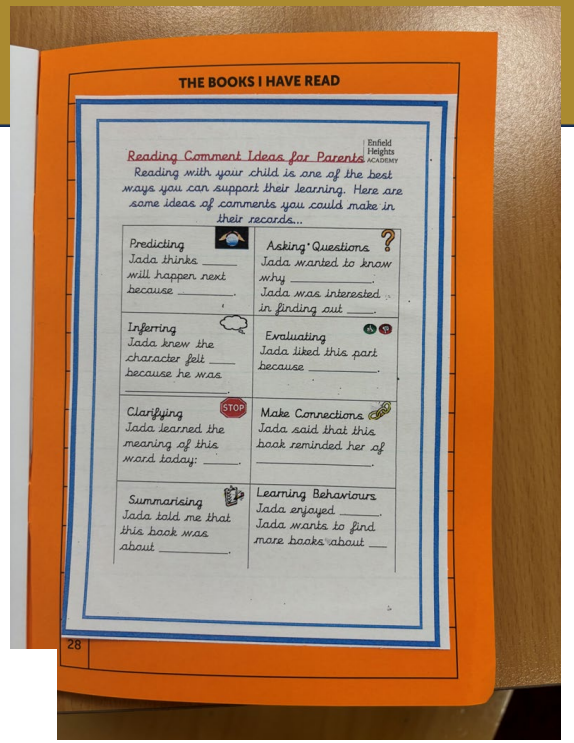
Banded books -matched to their attainment reading level. They will work through a series of banded books and work their way through the year groups banded colours. Throughout the year, the child will be monitored and assessed as to when they can move up to the next level by the class teacher.



Reading for pleasure – This is a book they have chosen to read for their enjoyment. This could range from a comic, magazine, fiction etc.

Supporting Reading at home





Frequency of reading expectations

- **UKS2** – children can write their comments. Adults to do it if possible, but we appreciate it is harder for older children.

- Use the questioning prompt at the back of the reading record to support you talking to your child about their book. This will develop key comprehension skills for your child.



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Times Tables

Year 5	To multiply and divide fluently	Recap 6x 12x	Squared Cubed	Recap 7x 9x	Recap 4x 8x	Recap 3x 6x	Squared Cubed

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Supporting Times Tables at home

- 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
- Times Tables Rock Stars (logins provided)
- https://www.timestables.co.uk/speed-test/
- https://mathsframe.co.uk/
- http://www.timestables.me.uk/

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Curriculum Webs

Enfield Heights Academy Learning Web: Year 5 Autumn 1
Food, Glorious Food

Force for positive change:
Thinking of ways we can help each other and our environment by thinking of ways we can reduce food waste in our school and local community and how we can help people who are suffering from hunger.

Key Dates
Tuesday 15th September – Meet the Team
Thursday 15th October – Parents Meetings
Friday 23rd October – Inset Day

Maths

Children will learn to:

Place Value
- Read, write, compare and order numbers up to 1 million

Addition and subtraction
- Add and subtract whole numbers with more than 4 digits using column method.
- Solve multi-step problems

Multiplication and division
- Multiply numbers up to 4 digits by a 1 or 2 digit number using formal method.
-Divide numbers up to 4 digits by 1 digit using short division method.

English
Reading:
In whole class reading, children, will be exploring a variety of text types designed to capture their interest and develop their comprehension ability.

Writing:
Suspense Narrative: Children will write a suspense narrative inspired by a video stimulus using expanded noun phrases and conjunctions.
Persuasive Speech: Children will use BBC's Room 101 as a model. They will focus on generating technical vocabulary, emotive language and powerful rhetorical questions.
Poetry: Children will experiment with poetic language and understanding how to apply new words effectively.

Music
This term, the children will explore singing in an ensemble, performing with a range of instruments, investigating aspects of rap, grime and hip-hop music as well as writing their own lyrics and performing.


PHSE: Being Me in My World

Children will be learning about what it means to be a citizen, their responsibilities and how to take ownership of their own learning.

Physical Education

PE –Outdoor – Netball
Children will focus on improving their netball skills, including ball handling, landing and shooting. They will also learn effective tactics for attack and defence, applying these in core task games where they will play to the best of their ability.

PE- Indoor – Dance
Children will be learning about processional dance. They will develop their fluency and rhythm focusing on patterns and movement. They will then apply these skills to perform in a group.

Computing
This half term the children will be learning about computer systems and how search engines work.

Art: Street Art
In this unit, children will explore and compare a range of street artists, taking inspiration from their different styles and techniques while developing their understanding of perspective. They will use sketching to generate and refine their own ideas before applying their artistic skills to create a final piece of original street art.

Design & Technology
Children will design, make and evaluate a type of food, selecting and using appropriate utensils and equipment to measure and combine the ingredients.

RE: Humanism

The children will be learning about humanism. They will discuss and explain what a Humanist might find inspirational and why and explore how Humanists might act as a result.
They will then use this to explain something which has inspired them and how I live.

History
Recap previous learning and timeline
Activity: Greeks Vs Romans Debate – who had the greatest impact?

Geography: Rivers
The children will deepen their understanding of key geographical terms in regard to rivers. They will learn about rivers across the world, using a range of maps to explore them. They will also make links to how rivers are used by people and the impact we have on them. They will also explore the water cycle.

Science: Materials


This term children will be learning about different types of materials. They will be conducting a range of experiments to discover the properties of various materials and will be evaluating their findings.

Spanish
This term, the children will be identifying and describing hobbies/leisure activities, sports, school subjects and jobs of family members

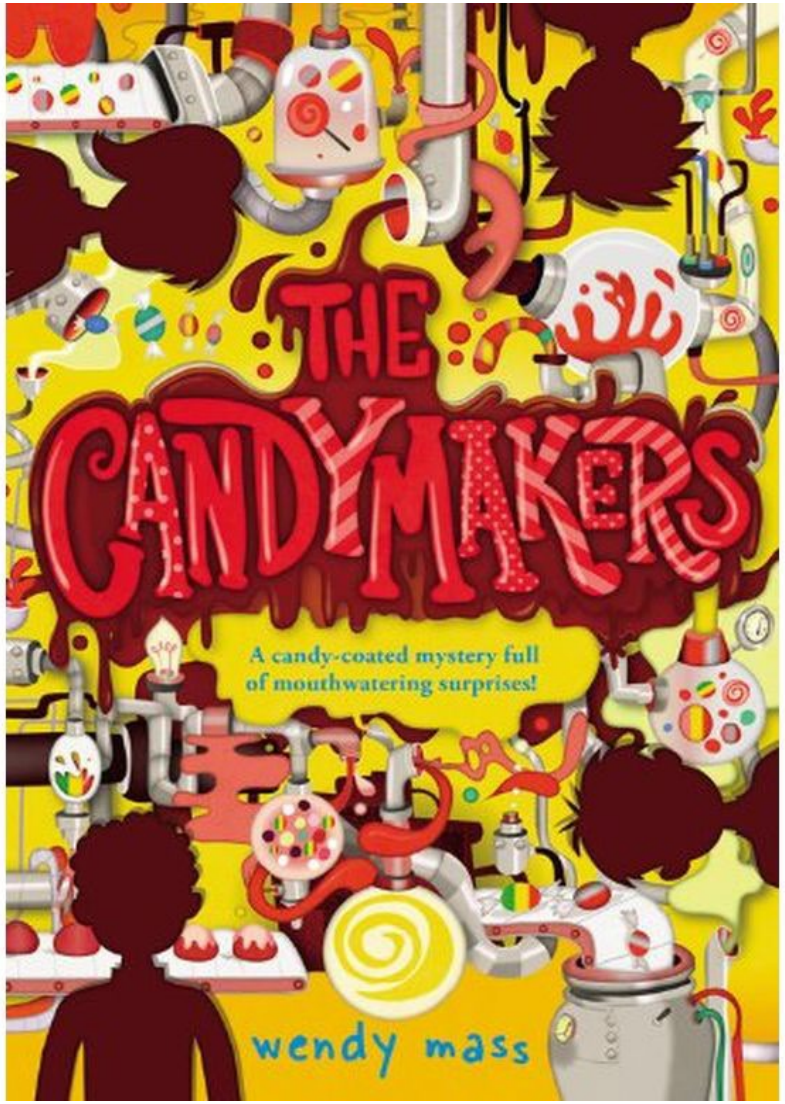

Link messaged to parents.

Please check our website:

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

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English- Aut 1



We will be writing...

Funny poems all about our favourite sweets

A mystery story full of suspense

A persuasive advert

We will focus on further building rich vocabulary, using a variety of techniques to build tension and suspense and develop our persuasive writing techniques.

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How do I know how well my child is doing?

- Children are continually assessed, through questioning and marking, and teachers plan to address gaps in learning or stretch children.
- Children will complete NFER tests at the end of Autumn, Spring and Summer terms.
- There will be parent consultations in Autumn Term and Spring Term and Reports at the end of Summer Term which will inform parents of your child's progress and attainment.
- However, please come and speak to class teacher should you have any concerns about your child's attainment during the year.

What should I do if I have any questions or concerns?

We are always available to hear your concerns and strive to resolve them in good time. **We kindly ask that you follow the following pathway of communication:**

- Pass any information that could be relevant for the day (office/member of staff at the gate, teacher)
- Address class team first; request appointment
- Speak to Mr Currie (Year 4,5,6 Teaching and Learning Lead)
- 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 Gannon
- SEN concerns-Mrs Moore, Inclusion and SEND Lead (working on Mondays, Tuesdays and Thursdays)
- SEND concerns could also be directed via the following email: eha-senco@northstartrust.org.uk; FAO Mrs Moore

Key days /dates

- PE days – Tuesday (Outdoor PE with Mr Brown) Monday (Indoor PE with class team)
- Homework days: Sent out Friday, due back in on Tuesdays
- Pupils are expected to read everyday. Books changed upon completion of banded text
- Music lessons. Music lesson with Mr Okine Tuesday
- Parent consultation day: Thursday 15th October

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Thank you

Any Questions?

