



Indian Queens Primary School

Behold the day. It's yours to make.

Year 5 Expectations

A School Presentation to Parents

Vision and Values

Behold the day. It's yours to make!

We want to be a school where:

- Children will connect with a world of opportunity.
- Everyone will discover that learning is limitless.
- Learning through exploration will enable children to find their own pathway.
- There will be no barriers to excellence in achievement.

What we do:

- We value everyone.
- We communicate with respect.
- We explore every opportunity to grow.
- We provide an inspiring curriculum.
- We are passionate about learning.

Our core values are:

Courage

Kindness

Trust

Attitude

- A good attitude to school life is essential. Doing just enough to get by is not good enough. We need to prepare, and demonstrate, to the children that you can succeed as long as you are determined and prepared to persevere.
- In Year 5 social pressures increase as children become more socially aware. Minor disagreements can be blown out of proportion as children can express themselves (and put spin on) their views by using advanced vocabulary. If an adult at school believes an issue is serious enough you will receive a phone call.
- Please be mindful of social media use by children. This is a rapidly growing area of concern. Be mindful of age restrictions and supervision is essential. Year 5 children will actively avoid their activities from being detected.

Uniform


- Year 5 children begin to gain responsibilities as they develop and mature. This gives them confidence which can lead to them pushing certain boundaries, including uniform.
- This can manifest itself in the form of pushing what is acceptable uniform. Footwear is often an area – black is required. Year 5 children quite often use the argument that someone 'else was allowed to...'
- PE kit is an area where slight pushing of the boundaries can occur – white t-shirts with small logos. This is not acceptable. The correct PE kit is black shorts, white t-shirt and trainers. A jumper can be brought for particularly cold days.
- But as some of the older children in school, Year 5 children are becoming role models and must act and dress accordingly.

Attendance

- Every school day lost due to absence has a negative impact.
- The curriculum moves quickly and some areas are not repeated again within a school year.
- Children can miss out on beneficial friendship experiences and can make them feel less secure about their friendships.

Attendance

What is Your Attendance?

190 Days				
	9 Days Absence			
	181 days at school	12 Days Absence		
		178 days at school	30 Days Absence	
			162 days at school	More than Half a Term Missed
				161 days at school or Less
100%	95-98%	93-95%	85-93%	Below 85%
Excellent! Very best chance of success	Good Attendance - a chance of real opportunity	Watch Out! It will be difficult to achieve success!	DANGER! Missing too much school! You will have difficulty keeping up with your work	TAKE ACTION NOW! It will be almost impossible to catch up with work missed!!

Behaviour and Achievements

- Each class has a 'Core Values Tree' where pupils move up towards 'Sky-high' for positive contributions such as showing good manners, persevering, being kind or showing an excellent attitude to work.
- Pupils can move down if they show negative behaviour. If they reach the roots and come off the tree, they will have a chat with a member of SLT who will outline school expectations.
- At the end of the week, those who reach 'Sky-high' receive a certificate at the weekly 'Achievement Assembly'.
- TTRockstar and Spellingframe certificates are given out weekly to pupils who are in the top three.

Trauma Informed Schools

Trauma-Informed Schools



Trauma Informed Schools UK is a registered community interest company working in association with the Centre for Child Mental Health. It provides training to ensure that every adult in a school or community has the skills and understanding to respond appropriately to the relational and emotional needs children may display.

TiS supports schools to create a mentally healthy environment and culture in which all within the school community, adults and children alike, can flourish and achieve. It advocates a whole school response and evidenced based relational approaches to provide an enriched environment to buffer the impact of stress that may result from adversity and painful life events.

In addition, specially trained Trauma and Mental Health Informed Practitioners offer targeted intervention to children who may be experiencing challenges within their life that without support may act as a barrier to their ability to fully engage with life and learning.



Curriculum

- We've a range of motivational topics this year:
- Autumn 1 – The Boy King
- Autumn 2 – To Infinity And Beyond
- Spring 1 – Off With Her Head
- Spring 2 – Sow and Grow
- Summer 1 – Alchemist's Island
- Summer 2 – Travelling Through Time

Visits

- We've a range of motivational visits this year:
- Autumn – Space Dome Planetarium (in school)
- Spring – Farm visit
- Summer – Newquay Coastline and harbour
- Summer Residential – Mount Batten – Plymouth (water sports)

The School Day

8:35 – 9.00 Arrival/Reg./Morning Maths/Spelling/handwriting

9.00-10.45 English/Guided Reading

10:50 – 11:05 – morning break/snack

11:10 – 12:10 Maths

12.10 – 13:10 Lunch Break

13:10 – 2:40 Foundation subjects
(Art/DT/Science/History/Geography/RE/PE/PSHE/IT/Music)

2:45 – 3:10 Assembly/Class book/Singing

3.15 School finishes

Medicines

- We can only administer prescribed medicines.
- You need to complete a form with relevant details from the office.
- Forms need to be filled out for asthma inhalers and given to the office.

Handwriting

- The expectation now is that all children from Year 2 upwards will use joined handwriting. It is part of the criteria in assessing writing at the end of KS2.
- We are now using the 'Letter Join' website and there is the potential to allow access to this website at home.
- Pens licenses will be awarded to those who have a consistently neat style.
- The first pen and replacements due to running out of ink are free.
- There can be a charge of 50p for replacement pens if they are lost to encourage children to look after equipment.

Spelling, Punctuation and Grammar

- Children need to be able to spell all the words on the curriculum lists. They are available via Spellingframe for children to learn at home. Weekly tests will be based on these lists.
- Spellings will be set on Spellingframe on Friday for the test on the following Friday. Part of the homework will be to practise these spellings in a variety of ways which your child's teacher will model throughout the year.

How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

Reading

- It is essential that all children read something every evening. This can include magazines, comics or newspapers as well as traditional books. Reading ability is like a muscle in that it needs to be exercised.
- In Year 5 children need to continue to expand their vocabulary. Reading challenging texts is a good way to do this as long as the words are explained to the child.
- We will be checking reading records on a Friday and we expect the children to have read at least four times in the week.
- If this is not possible at home, children will have the opportunity to catch up at school.

How to Help Your Child with Reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories **to** your child at KS1 and KS2 is equally as important as listening to your child read.
- By Year 5, we would like the children to develop their stamina for reading so they are able their concentration for longer periods of time. We would like reading sessions to last at least 15 minutes, which equates to a minimum of one hour per week)
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- Visit the local library - it's free!

Maths

- Times tables are expected to be learnt by the end of Year 4.
- Children need to quickly respond to formal calculations during arithmetic work, so they need to be confident when using numbers.
- Please support your child in learning any facts that are still not memorised, and revise all number facts so they stay remembered!
- Asking children how they found the answer is a good way of gauging what they understand.
- Multiplication practise and tests will be ongoing this, as well as revising division facts.

How to Help Your Child with Maths

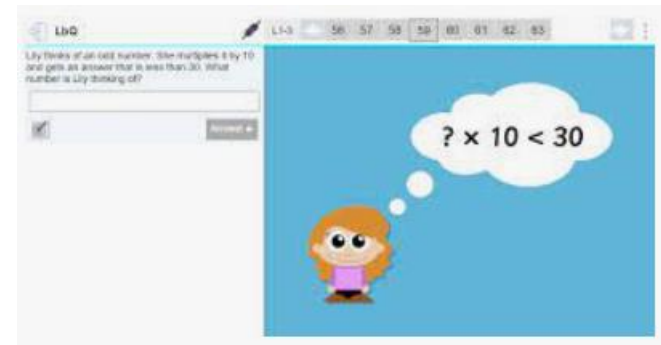
- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

Mobile Phones

- Mobile phones are discouraged by the school for all children except those that walk to and from school.
- The school accepts no responsibility for mobile phones, or any devices, brought into school. It is entirely at the owner's risk.
- If phones are brought into school they are to be placed in a box upon entry to the school and retrieved at the end of the school day.
- Receiving and making calls, and all photograph or video capture amongst peers, is prohibited in school, so our policy is that phones must be switched off during the school day and kept off until children are off the school premises.

Homework

- Pupils will have weekly spellings to learn (Spellingframe) and are expected to read regularly (4 times weekly) and record what they have read in their Reading Record.
- Weekly Maths to consolidate the week's objectives.
- Weekly English to consolidate the week's grammar or writing objectives



We are a nut free school

