Welcome to Year 5

Mrs Pasha, Mrs Moore and Mrs McInroy

Saint Bakhita
Feast Day
8th February

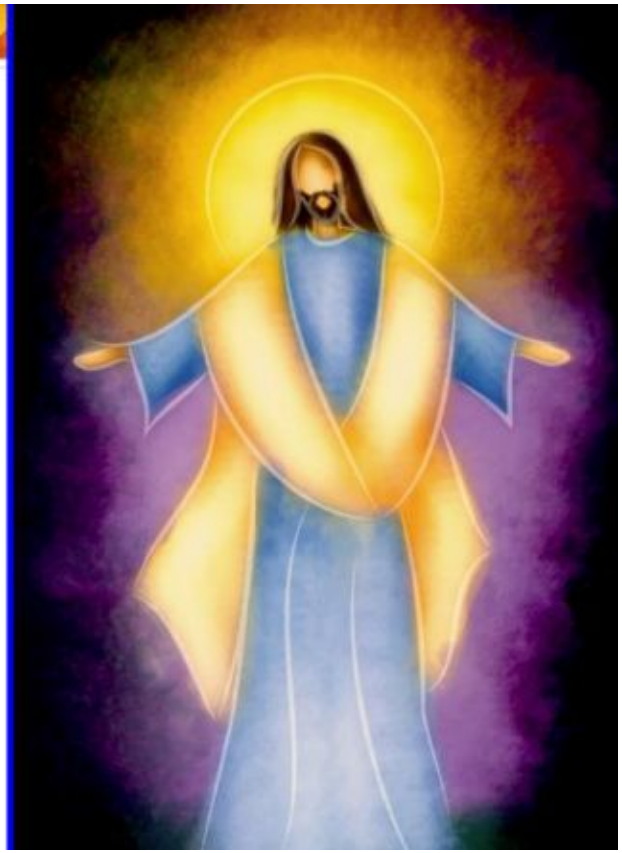
English Martyrs Catholic Primary School

"We are special people on a journey, growing and learning together, in search of excellence as we follow in the footsteps of Jesus"

A prayer to the Creator

Lord, Father of our human family,
you created all human beings equal in dignity:
pour forth into our hearts a fraternal spirit
and inspire in us a dream of renewed encounter,
dialogue, justice and peace.
Move us to create healthier societies
and a more dignified world,
a world without hunger, poverty, violence and war.
May our hearts be open
to all the peoples and nations of the earth.
May we recognize the goodness and beauty
that you have sown in each of us,
and thus forge bonds of unity, common projects,
and shared dreams.
Amen.

This prayer is from Pope Francis' encylical Fratelli Tutti.



"We are special people on a journey, growing and learning together, in search of excellence as we follow in the footsteps of Jesus"

Our Vision

We want to provide a broad and balanced curriculum in which Religious Education is at the heart and allows children to know what it means to be a catholic.

A curriculum that encourages them to be critical thinkers and problem solvers, who can retain and articulate their knowledge.

We want our children to have positive relationships for healthy wellbeing and to know the importance of physical health and safety for themselves and others.

Our Aim

It is our aim that children leave English Martyrs School as:

- **Resilient**
- **Respectful**
- **Confident**
- **Thoughtful**
- **Independent**

They must prepared for the next stage on their journey towards leading a fulfilled life in the presence of God.

School Values

Love:
We show love:

- For God
- For ourselves
- For our friends
- For our families
- For our communities
- Through our words
- Through our actions

The Catholic Church defines **love** as the virtue of charity, which is loving God above all and loving others out of love for God.
It is a self-giving, **active commitment** to the good of the other.

Respect:
We show respect:

- For Human Dignity
- As Love and Charity
- For others' Rights and Freedoms:
- For Creation
- In Relationships

Respect is recognising each pupil's unique dignity as God's creation, fostering kindness, responsibility, and valuing diversity in a loving community.

Honesty
Key elements of honesty in our faith include:

- Trustfulness
- Integrity
- Sincerity
- Verbal and emotional honesty with others
- Honesty with ourselves

Honesty is living truthfully with integrity, reflecting Christ's example, fostering trust, responsibility, and respect within our loving Catholic community.

Gospel Values

Every child should endeavour to live their lives in accordance with the school's Gospel Values (these are linked to the eight Beatitudes which Jesus gave us in the Sermon on the Mount.

EYFS	Key Stage 1	Key Stage 2
Faithfulness	Faithfulness	Faithfulness and Integrity
Compassion	Compassion	Dignity and Compassion
Gentleness	Gentleness	Humility and Gentleness
Truth	Truth	Truth and Justice
Forgiveness	Forgiveness	Forgiveness and Mercy
Holiness	Holiness	Purity and Holiness
Peace	Peace	Tolerance and Peace
Sacrifice	Sacrifice	Service and Sacrifice

Behaviour Policy

- If children show that they are following the Gospel Values, they can move up the Bronze, Silver and Gold Chart. They cannot be moved back down this chart.

- This is because they are performing a positive action of significance, showing their love for God through following the Gospel Values. No matter what else happens during the day, the fact that they have carried out this positive behaviour should not be diminished.

- Movement on this chart is for showing high levels of one of the behaviours which are of value to our school.

Behaviour Policy

Gold: Children will receive a Golden Ticket to enter the Headteachers' Prize Draw.

Green: Children will be supported in thinking about their choices.

Lilac: Continuously making wrong choices and will have 5 minutes timeout in class.

Purple: Making poor choices; miss break or 15 minutes of lunch and carry out a Think it Through sheet.

Attendance and Punctuality

Morning Gates

8:35am to 8:45am - The gates on West Tenter will be open. When children enter school, they are to go straight to their classroom.

8:45am to 8:55am - The gates on West Tenter close. Children enter school through the Scarborough Street entrance. Any child arriving after 8:45am will be recorded as late.

If you arrive after **8:55am**, you and your child will need to go to the office

Attendance and Punctuality

End of Day Pick up

Nursery 3:05pm EY Gate on West Tenter Street (EYFS Gate)
Reception 3:15pm EY Gate on West Tenter Street (EYFS Gate)
Years 1 & 2 3:15pm KS1 Gate on West Tenter Street (KS1 Gate)
Years 3 & 4 3:15pm Gate on Scarborough Street (KS2 Gate)
Years 5 & 6 3:20pm Gate on Scarborough Street (KS2 Gate)

Our School Day

Gates open for all children	8.35am - 8.45am
Registers called… Lessons start	8:50am
Morning Break (Years 1, 2 & 3)	10:25am – 10:40am
Morning Break (Years 4, 5 & 6)	10:45am - 11:00am
EYFS Lunch	11.30am - 12.00pm
Lunch (Years 1, 2 & 3)	12.00pm – 12:45pm
Lunch (Years 4,5 & 6)	12.45pm - 1.30pm
End of School Day (Nursery)	3:05pm
End of School Day (Year Reception, 1, 2, 3, 4, 5 & 6)	3:15pm

https://www.englishmartyrs.towerhamlets.sch.uk/

Curriculum Overview and Term information

Having two teachers - How does it work?
We have divided most subjects so that we can follow a unit of work from beginning to end. However in Maths and English there is careful handover and planning. English we have tried to separate reading skills and writing - In Maths we handover very carefully. We have Mrs McInroy as support for Maths throughout the week, which helps with consistency.

Year 5 Expectations Reading

Key Stage 2 end of Year English SATs include Reading, Spelling and Grammar.

The Reading Paper

The English reading answer booklet contained 1, 337 words to also read. Grainne Hallahan (TES, 12th May 2023) reported that after reading the reading booklet and the answer booklet, assuming a reading rate of 90 words per minute, there were 22 minutes of the 60 to answer 38 questions (34 seconds per question).

UKS2 - Barriers to improvement

Fluency - Many struggling readers in upper key stage 2 lack the fluency required to extract meaning from age-related texts. They are not reading automatically and that makes reading a chore. They are using all their brain power decoding instead of understanding what they are reading.

Language- Children need to acquire and use as many new words as possible - they should note down new words in their reading records and use them in their own writing.

Comprehension - Children need to use many different skills when reading to ensure they have good comprehension

How Can You Help at Home with Reading Fluency

To improve fluency - Read a variety of books with your child and read frequently. Encourage your child to fill out their reading record and check that their book is suitable. Even at years 5-6 it is becoming more apparent that there are benefits to reading aloud to your child using expression, making sure you observe punctuation marks and with the correct tone.Ask your child to read the extract back to you. This simple approach has been found to not only improve fluency, but also comprehension.

Children should read every day. Children have been given a reading record so that they can record which book they are reading and very importantly jot down any words they don't know. I have given you some reading prompts in your pack. I also gave the children a target amount to read each day. This is a guide to encourage regular reading and can be reduced or increased.

By Year 5, pupils can read independently and can complete the reading record themselves, however please check your child's reading record every week, just to make sure they are reading every day. It is also important that when you listen to your child read you ask comprehension questions where possible to check their understanding. Comments about how they are getting on is much appreciated. They are encouraged to choose books from their Key Text class list so that by the end of the year they have read as many recommended books as possible.

How you can help with Comprehension and Spelling

Comprehension

Try to make sure they complete their comprehension homework to the best of their ability, Ask the children to write full sentences and extend their answers where possible. If evidence is required - make sure they use a quotation from the text to support their answers. Please help them if necessary, but prompt rather than do it all for them. Encourage them to take risks - what do you think? Have a clever quess? Why might that be happening? Why has the author chosen these words or what effect does this have on the reader?

Spellings - We teach spelling separately and during lessons.Each week we set spelling homework based on the spelling rules the children should know by the end of Year 5. In the middle of their Reading Record you will find the list of words they should know by the end of Year 6.

Check their homework and make sure they practise their spellings daily. Write sentences to the best of their ability using full extended sentences.

Encourage neat handwriting - The children will only be considered expected standard in Year 6 if they have cursive (joined up handwriting)

Grammar and Writing

Grammatical understanding is built upon yearly. Year 5 have new objectives, but they also need to consolidate rules from Years 3 and 4. We teach grammar during a weekly lesson, but the best way to teach grammar is through writing - when they are applying their knowledge.

There is a Grammar and spelling test at the end of Year 6.

Expectations in Maths

We use a scheme called White Rose Maths which is structured very carefully. We teach how to be fluent in a concept first and then move on to developing reasoning and problem solving skills.

At the end of each unit we assess the children. We are also developing arithmetic skills and they will have an arithmetic test each week in class.

A growth mindset is so important in this subject - we tell the children that mistakes mean you are learning. We encourage them to correct any error carefully rather than just cross them out. We also remind the children that a concept doesn't always come immediately - but it will. I can't do that YET!

How you can help at home

We're trying to give Maths homework most evenings during the week - but just a little - up to 20 minutes. This helps consolidate new concepts, develops independence and helps parents understand what is happening in school. Some children may benefit from a challenge - some may need revision.

If your child is finding a concept too difficult, please do not struggle at home - send the work back to school and I will help the child in the lesson.

Please continue to develop arithmetic skills with your child - especially times tables. I have made a copy of how we teach the 4 rules of number. Please use that to help you if you are concerned about the method you use.

RE Homework

RE Homework will be set half termly and will be an activity that will enhance their classroom learning. These activities will often include discussion within the whole family or will be creative.

We will also send home prayers, Mass responses and hymns at times.

Formal Assessments

Year 5 NFER Autumn Spring Summer

Dates: Autumn Week beginning October 6th

Spring - Week Beginning March 2nd

Summer - Week beginning 15th June

Well-being, technology, safety online

My six-year-old son and I were about to sit down to watch a nature programme on the TV together.

'Mummy,' he said, 'don't bring your phone with you. You have to watch it properly with me.'

That was me told, but he had a good point. I needed to take that opportunity to connect with him and not check my emails, reply to texts, or browse my newsfeed on Facebook.

Parents today are in unchartered territory. The digital age has changed the landscape, and the challenge is to find a way to equip our children to build great connections, make wise choices and develop resilience in dealing with harmful or inappropriate content and contact.

Dealing with the issue of our child's screen time and online behaviour doesn't have to be daunting. In fact, it is likely to involve many of the approaches that we use in other areas of parenting.

1. Take a balanced view

There can be two temptations as a parent when it comes to technology: one is to see it as negative and ban it completely, and the second is to ignore the dangers and bury your head in the sand. Neither approach will equip your child effectively. Like most things in life, technology can be used for good or for bad. As a parent, you can help your child to be aware of the difference. With you as their guide they can learn to overcome any challenges and make good choices in the way they interact online.

2. Get involved

Technology is constantly changing, so it's a good idea to keep yourself up to date with what your child is using and how it works – become familiar with the social networks, apps and games they use. Be curious and ask your child or other young people to explain anything you don't understand or are unsure about.

Spend time with your child using technology – whether playing a game, creating something together or helping find information. Get to know what they are doing online and the friends they are making.

3. Create tech-free times

It's important to have quality time as a family where you're interacting without the distractions of devices. Set aside times in the week when you can all relate face-to-face and without screens – perhaps during a family night or over a meal together.

continued from previous slide…

4. Agree limits

Boundaries help your child to feel safe and secure and this applies as much to online behaviour as to anything else. When your child is younger they will need greater limits, but these can be renegotiated as they become older and more independent. Think about limits with regard to areas such as time allowed on screens, appropriate content, budget, behaviour online, sharing private information, and access to certain sites or games. Consider forming a Family Internet Agreement and discuss consequences for breaking any limits.

It is also worth creating a united front with other adults involved in your child's life.

5. Equip children to make good choices

It is important to train your child to respond well when you are not there looking over their shoulder. Talk through various scenarios with them and help them to protect their privacy and reputation online.

Help them to understand that the behaviour and values you want to see from them in other areas of life also apply online. For example, if kindness is something you expect, emphasise the importance of being kind with people on social networks.

6. Develop your child's resilience

Developing resilience online is about helping your child deal well with any challenges and to bounce back from any mistakes they make. The best way to do this is to create an environment in which they feel free to talk to you about anything they encounter online and where they can learn from any mistakes.

7. And finally …

Let your child know that you will love them whatever and that no problem – online or off – is too big for you to overcome together. **At English Martyrs too, your child's well-being, safety and happiness comes above everything else.**

Follow us:

Please keep an eye on our newsletter to see a range of learning happening across the school. You will receive a link to our weekly newsletters via text.

Contacting us...

We are always available to talk to you. If you have any concerns or would like to book a meeting, please go to the office and this can be arranged. If there is a SEN concern, please speak to the class teacher and they will speak to the inclusion team for further support and advice.

If you have safeguarding concerns, please see our safeguarding officers or email

Mr Devereux

Mrs Moore

Mrs McInroy