

STOKENCHURCH PRIMARY SCHOOL

☺ WELCOME BACK ☺



Year 5

Larch & Lime

HAPPY VALUED CURIOUS AMBITIOUS TOLERANT RESPECTFUL CONFIDENT
CONSIDERATE INDEPENDENT RESILIENT ENTHUSIASTIC SUCCESSFUL



Meet the Year 5 Team



Mrs Clyne/Mrs Brind

Larch Class Teacher

Miss Cetinich (Mon – Thur)/ Mrs Pope (Fri)

Lime Class Teacher

Mrs Bains

HLTA & First Aider

Mr Hoey

TA & First Aider

Daniel Weiss

Year Link Governor

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Meet the Year 5 Team

Mrs Brind - Larch class teacher
(Mon-Thurs) from October 2023

I have two children who both attended Stokenchurch Primary.

This is my dog Baxter and I on holiday in Norfolk during the summer. Baxter is two years old.



Ms Linfield will teach Larch class each Friday once I start.

I have been teaching for almost 30 years and my specialist subject is Maths.

I look forward to teaching Larch class once I have recovered from my recent knee surgery.

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Core Curriculum

English (Reading/Writing/SPAG)

Maths

Science

Wider Curriculum

History

Art

RE

Games

Geography

DT

PSHE

PE

Computing

PPA Provision

Covered in PPA each week: Music/Computing (alternate weeks) and PE

For further detail about the topics covered in Year 5, please visit the Year 5 page on the school's website.

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Weekly Timetable

Stokenchurch Primary School
Year 5 Timetable: 2023 - 2024

	0845 - 0900	0900 - 0930	0930 - 1030	1030 - 1045	1045 - 1115	1115 - 1215	1215 - 1315	1320 - 1330	1330 - 1500	1500 - 1530
Monday	Reg	Whole School Assembly	Maths	Break	Reading Fluency	English	Lunch	Reg + TTRS	Science	RE
Tuesday	Reg	Project Evolve (Larch) Computing (Lime)	Maths	Break	Reading Fluency	English	Lunch	Reg + TTRS	PPA (Computing/Music and PE)	
Wed'day	Reg	Computing (Larch) Project Evolve (Lime)	Maths	Break	Reading Fluency	English	Lunch	Reg + TTRS	Block	
Thursday	Reg	Whole School Assembly	Maths	Break	Reading Fluency	English	Lunch	Reg + TTRS	Spelling Test PE (Larch) French (Larch)	French (Lime) PE (Lime)
Friday	Reg	Spelling Input	Arithmetic	Break	Reading Fluency (15 min)	Block	Lunch	Reg + ART	Finishing off/Editing/reviewing work time	PSHE (Mindfulness)

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Reading Spine

This year, we will continue using our Reading Spine which starts in the Foundation Stage and continues along with the children until the end of Year 6. The spine is a collection of books which year groups will use to inform, inspire and provide context for teaching in English and other areas of the curriculum.

On the next slide you will find a list of the books that your child will be studying and exploring this year. If you would like to purchase an individual copy for your child that they can read along with and use in lessons, we happily encourage this, but it is not a requirement.

Please make sure these books are named and include your child's year group and class name so that they can be returned to their rightful owner should they go missing.

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The Year 5 Reading Spine

- Autumn 1: The Jamie Drake Equation – Christopher Edge
- Autumn 2: The Girl of Ink and Stars – Kiran Millwood-Hargrave
- Spring 1: The 1000 Year Old Boy – Ross Welford
- Spring 2: TBC
- Summer 1: Kensuke's Kingdom - Michael Morpurgo
- Summer 2: Window – Jeannie Baker
- **Books which we have whole class sets for:**
The Jamie Drake Equation – Christopher Edge
Kensuke's Kingdom - Michael Morpurgo
The Girl of Ink and Stars - Karen Millwood Hargrave

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Library Management System



- Overview: A cataloguing system that can be used to track books borrowed from school (from the phonics scheme, the main scheme [ORT levels 6-20] and the library).
- Purpose: Helps the school to replace old and circulate new stock, see what reading choices the children are making (and how often), and keep a record of books that become lost or damaged.
- Additional benefits: Can be accessed by families from home to check out the school's catalogue, reserve books from the library, see similar books or other books by the same author, leave reviews to support other children's reading choices (and read reviews left by others), see current and previous loans. Links to our school's portal can be accessed via your child's year group page on the school website.
- Children's log ins:
Username – barcode number
Password – 9 characters made up of two four-letter words and a numerical digit
These will be shared with your children.
- The use of individual barcodes means that children cannot incorrectly scan out books in another person's name, so we can be sure who has which book.
- Depending on their age, children will either independently scan their books in/out or be supported in doing this by a member of staff. All books must be scanned upon return, not just returned to their boxes in the centres.

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Homework

Daily:

- Reading
 - Scheme
 - School library
 - Village library
 - Class library
 - Home library

Your child MUST read every day (10-20 mins)

Please keep hearing them read
(for understanding, vocabulary
discussions, opinions about the text).

Regularly:

- Times Tables Rock Stars
- Spelling practice (tested every Thursday)

Weekly:

Maths – Mathematics
(Set on Mondays, due on following Monday)

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Homework Diaries



Homework Diaries:

NO homework diaries this year. Send messages for staff on paper or via the office

– office@stokenchurchprimary.bucks.sch.uk

No homework diaries this year.

Laminated card with essential logins and passwords to take home

Reading Tracker in school once completed a book

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Assessment

- Your child will be assessed regularly, both formally and informally throughout the year.
- Teachers will use summative, nationally recognised tests (NTS) to track progress in both Reading and Maths, alongside their teacher assessment.
- Writing will be teacher assessed against National Curriculum statements.
- Foundation subjects will be teacher assessed against National Curriculum criteria.
- We will follow external Statutory Assessment Testing (SATs) in Year 6 and Year 1 will partake in Phonics screening .
- EYFS will follow the EYFS Framework.
- Early Years and Year 1 assess using the secure online journal, Tapestry, this records photos, observations and comments, in line with the Early Years Foundation Stage curriculum.

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Assessment

- For our children in KS1 and KS2, progress will be reported to parents in Progress Charts at three points in the year. These will be sent home at Christmas, given to parents prior to the March parents evening and sent home with the final end of year report.
- Each child will receive a final end of year report which will celebrate your child's personal achievements and summarise their progress and attainment.
- There will be two parents evenings throughout the year, November and March. The November meeting will have a pastoral focus, whilst the March one will focus on progress and attainment.
- Termly progress meetings will take place, in school, with class teachers and our senior leadership team, to identify any gaps in a child's learning or identify accelerated progress.

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Keeping Healthy and Safe

Healthy Snack and Lunches

- Lunches and snacks provided from home should help to promote a balanced and healthy approach to food and diet.

Jewellery

- Children should remove all jewellery when in school, including earrings.
- Ears that are still healing should be taped each day, and earrings removed as soon as possible.
- Watches are allowed, but children are responsible for keeping these safe and they will need to be removed for PE.



Contact Numbers

- Data collection sheets have been sent home. It is important that the information we hold for you, particularly contact numbers is always keep up to date in case of emergency.

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Medical Information

Medicines

- Please fill in the relevant forms for prescription and non-prescription this includes inhalers.
- The medication has to be in the original packaging with the prescribed label on from the GP.
- We are allowed to administer antibiotics if prescribed if they have been prescribed 4 times a day.

Health Care Plans

- If your child requires a Health Care Plan, they have to be updated annually so you will receive one soon to complete.

General

- If there is any change in your child's medical needs or you would like to discuss them, please speak to a member of the Year 5 team.

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Trips and Visits



Astronomy Roadshow
(10th October)

Christmas Carol Concert
(4th December)

Bikeability
(w/c 18th March)

History Day - Vikings
(Thursday 8th February)

Willen Lake
(Thursday 6th and Friday 7th June)

Can you help? For certain events, we'll need some volunteers!

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Class Assemblies

Lime Class

Thursday 19th October 2023

Larch Class

TBC

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Special Educational Needs and Disability (SEND)

At Stokenchurch Primary School we want all of our children to reach their full potential. Everyone has different strengths, and we aim to discover and nurture these strengths during the time our learners spend with us. Many of our children have different challenges or needs that we aim to support as inclusively as possible. Most of these needs can be met as part of a high quality, inclusive curriculum, with reasonable adjustments made when necessary. Some of our children may need additional provision, as recommended in the Department for Education's SEND Code of Practice, Buckinghamshire Council's Ordinarily Available Provision, NHS guidance and evidence-based best practice. These are embedded within day to day classroom practice.

If you have any concerns about your child, the first point of contact will typically be with your child's class teacher. Class teachers are trained professionals with a strong understanding of how to support all learners. They are well placed to discuss any assessments or observations, and implement any strategies or provision. As SENCOs we work collaboratively with the staff in school and outside agencies to support this process. Regular training and advice sessions from other professionals are also regularly organised. We have robust systems in place to ensure information is shared effectively between staff.

If you have any additional questions or concerns about your child, please use the contact information below: senco@stokenchurchprimary.bucks.sch.uk

SENCOs: Mrs F Avery, Miss C Howland

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Twinkl Phonics

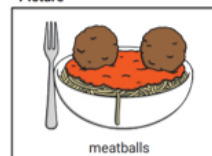


- New whole school phonics scheme
- Taught to all children from Nursery – Year 2
- Taught as an intervention where needed for children in Years 3-6
- Interactive lessons
- Songs, rhymes, actions to make learning fun and memorable
- Reading books to support current phonics learning
- ‘Crib sheets’ to bring the children’s learning home and to support parents

Today, we have been learning m.



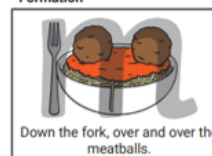
Picture



Action



Formation



Song

(To the tune of 'One Man Went to Mow')

Meatballs,
m - m - m,
How we love to eat them,
Meatballs,
m - m - m,
How we love to eat them!

Word List

Can you robot talk and blend to read these words?

am	map
man	Tim
mat	Sam



Made by teachers, perfect for parents

Free parent packs at twinkl.co.uk/parents



Example parent crib sheet

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SAFEGUARDING IS EVERYONE'S RESPONSIBILITY



Stokenchurch Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the safeguarding processes to avert and alleviate any such problems.

If you are ever concerned about the safety or well-being of someone at our school, please talk to one of the school's Designated Safeguarding Leads (DSLs). See below for information.

Stokenchurch Primary School expects all staff, parents and volunteers to share this commitment. This means that we have a Child Protection policy and procedures in place which can be found on our school website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare. If a member of staff is concerned about a child's welfare, they will record their concern, and any observations or conversation heard, and report to one of the DSLs as soon as possible the same day.

If a member of staff has concerns which relate to the actions or behaviour of another member of staff (which could suggest that s/he is unsuitable to work with children) then this will be reported to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher themselves) who will consider what action to take.

OUR DESIGNATED SAFEGUARDING LEADS (DSL'S) ARE:

Ms C Linfield (Lead)

Mr N Stevens (Deputy)

Mrs H McCammond (Deputy)

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Managing Children's Behaviour at STOKENCHURCH

Behaviour at STOKENCHURCH is outstanding and our expectations of every child to follow our golden rules and be **READY**, **RESPECTFUL** and **SAFE** at all times are paramount.

How do we achieve and maintain this?

- Having strong values that are regularly reinforced by all
- Being very clear and consistent with our expectations
- Remaining positive with and listening to the children
- Using positive rewards regularly (praise, housepoints, Golden Folder, messages home, etc.)
- Regular communication with home
- Tackling issues as they arise calmly and effectively



We are always:		
READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
1	'LOOK SMART; LEARN SMART': We represent STOKENCHURCH with pride!	
2	We follow instructions given by all adults.	
3	We keep our hands, feet and objects to ourselves.	
4	We treat equipment sensibly and help each other to learn.	
5	We show respect to others and our school at all times.	
6	We listen carefully and always strive for our best.	

We are always:		
READY	RESPECTFUL	SAFE
CONSEQUENCES		
1	Warning	
2	Think About My Choices and Fix It	
3	Time out	
4	Parallel Year Group Teacher	
5	SLT/ Deputy Head	
6	Mr Stevens	
7	Parents Informed	

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E-Safety and Social Media Safety



The internet is an amazing resource which enables children and young people to connect, communicate and be creative in a number of different ways, on a range of devices. Over the last few years the importance of this resource has become very clear!

It is important that we work together to support children in getting the most from this resource in the safest way possible.

The UK Safer Internet Centre identifies the following elements as the key issues children are likely to face:

- *Conduct*: children may be at risk because of their own behaviour, for example, by sharing too much information or sending inappropriate messages to each other
- *Content*: age-inappropriate or unreliable content can be available to children
- *Contact*: children can be contacted by bullies or people who groom or seek to abuse them
- *Commercialism*: young people can be unaware of hidden costs and advertising in apps, games and websites

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E-Safety and Social Media Safety



What can the school do to support with this?

The school will first and foremost ensure that all pupils complete comprehensive and age appropriate e-safety lessons each and every year. These lessons will cover a wide-ranging curriculum areas to help keep children safe both in and out of school, including providing guidance and advice on cyber bullying and social media safety for Key Stage 2 pupils, preparing them for when they reach an appropriate age to begin exploring such apps and websites.

As a school we wish to support as much as possible. If inappropriate messaging occurs outside of school, but between children at this school, then we do want to know about it – particularly if the messages are of a nature that could be viewed as bullying.

While it would not be appropriate for the school to sanction pupils for inappropriate conduct outside of school, it will likely be important that staff know about any such conflict in order to ensure that it does not affect their learning or playtime in school.

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E-Safety and Social Media Safety



What can you do to support with this at home?

- Understand the risks – Use the weblinks on the next page to educate yourself on the apps and websites your children wish to visit and be aware of the risks.
- Communicate regularly – With your children (regarding what they are doing online and on their phone) and with school (if you have any concerns regarding your child's use of apps or inappropriate messaging that could affect their wellbeing in school).
- Keep the risks in proportion – Be mindful of age restrictions on certain apps and messaging services. If they're not old enough for the apps terms of service then there is probably good reason why they should not be on it!
- Agree helpful mediation strategies – Banning a child from a device might stop the concern temporarily, but is unlikely to educate them on how to protect themselves or resolve concerns in the future.

Finally we would politely ask that parents be considerate of their own social media use. Twitter, Facebook and other such websites/apps are powerful tools for communication. If, however, any concerns or questions regarding school arise, contacting school staff via the office, a note or your child's homework diary will always be the best way to resolve this.

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E-Safety and Social Media Safety



Key websites that can support in developing better understanding of E-safety for parents:

- <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>
- <https://www.internetmatters.org/schools-esafety/parent-online-support-pack-teachers/>
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- <https://www.thinkuknow.co.uk/parents/>
- <https://www.childnet.com/parents-and-carers>
- <https://nationalonlinesafety.com/guides>

If you have additional questions regarding specific websites or apps, please check their guidance and terms of service. If you remain unsure, contact the school and staff will help where they can!

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Wellbeing

We believe at Stokenchurch that your child's wellbeing is at the heart of everything we do! We achieve this by participating in the following activities:

- Weekly PSHE lessons
- The Stokie Second
- Yoga Pretzels
- Mindfulness colouring
- Go Noodle

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The Stokie Second



- Sit down in a comfortable position.
- Close your eyes or look down at your palms.
- Take calm, slow breaths. Gently breathe in and out. In through your nose and out through your mouth.
- Keep your shoulders relaxed and down.
- If you can, keep your feet flat on the floor.
- When you hear the chime, listen to the sound for as long as you can (hit chime- wait until you cannot hear the chime).
- Bring your attention to your breath (pause for 10 seconds).
- Feel your tummy rising and falling (pause for 10 seconds).
- Imagine you are sitting in a completely empty room (pause for 10 seconds).
- Take calm, slow breaths.
- If your mind wanders, bring your focus back to your breathing and the empty room.
- When you hear the chime again, listen as long as you can. When you cannot hear the sound any longer, slowly and gently open your eyes and look to the front of the room and smile.

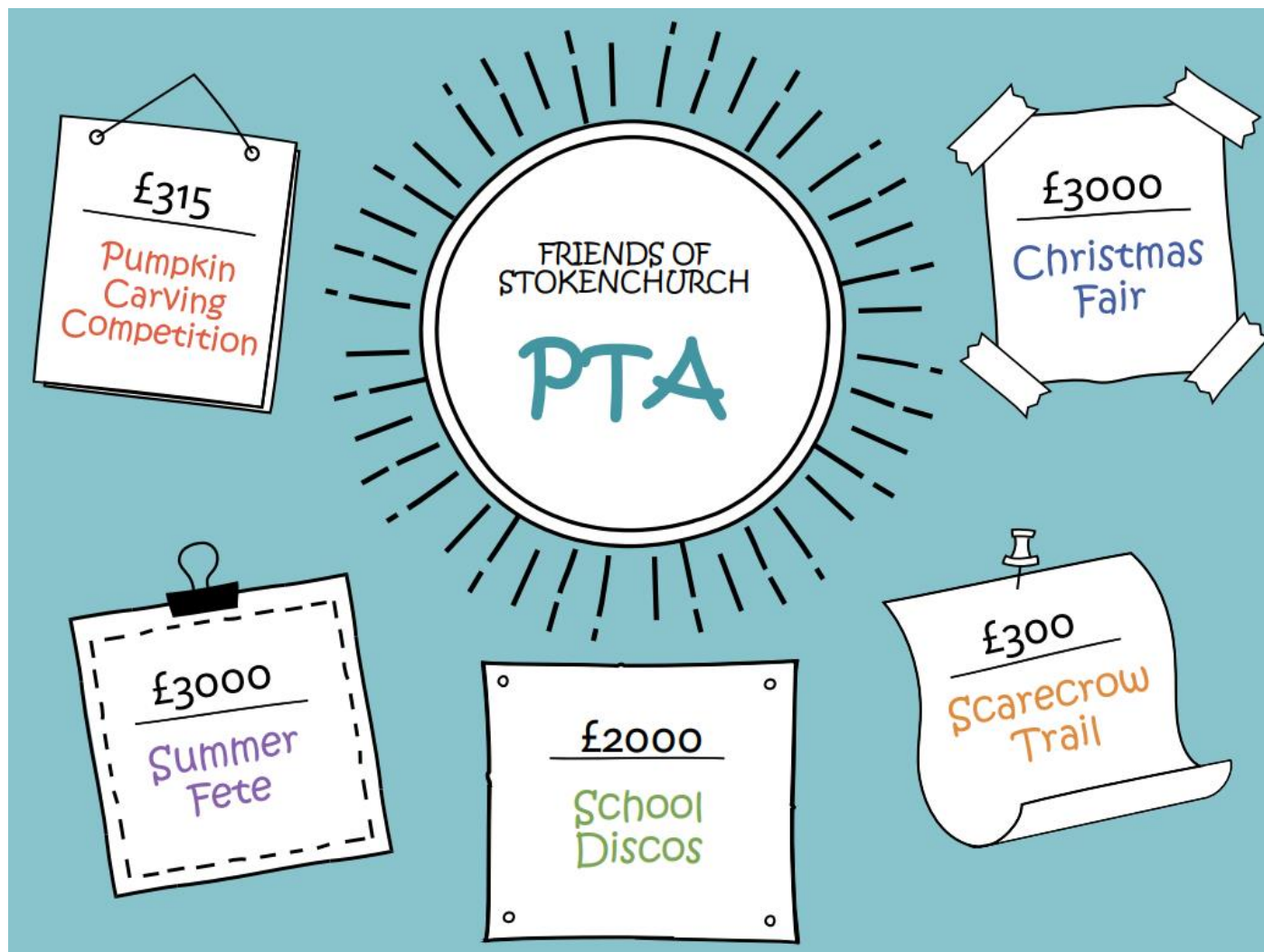
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Communication

- Parent Mail
- Parents Meetings and Evenings
- Weekly newsletters
- Website (Calendar, Year 5 page and Homework sections)
www.stokenchurchprimary.co.uk
- Telephone/arranged meetings

Communication between home and school is essential. Remember, the Year 5 staff are here if you have anything you are worried about or would like to share with us regarding your child.

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Friends of Stokenchurch Primary

What is the money spent on?

Pantomime Production

Library revamp & Quiet Garden

Homework Diaries & Workbooks

Playground Pergola & Sail Shades

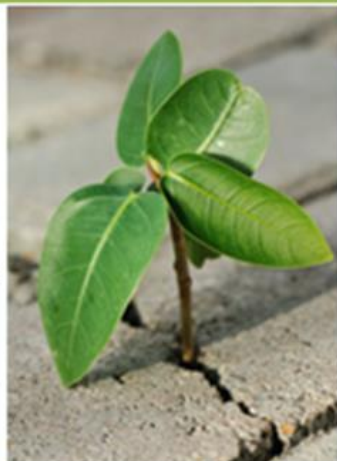
F2 Graduation Bears & Y6 Hoodies Subsidy

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How Can You Support Your Child?

- Encouraging independence
- Supporting with homework and learning
 - Reading together
 - Volunteering in school
 - Communication

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CURIOUS		AMBITIOUS
TOLERANT		RESPECTFUL
CONFIDENT		CONSIDERATE
INDEPENDENT		RESILIENT
ENTHUSIASTIC		SUCCESSFUL

