



Gilbert Colvin Primary School Year 5

Meet the Teacher

September 2024



Welcome from the Year 5 team!

- Mrs Twyford/ Miss Razzaq - Chestnut
- Mr Pallet - Sycamore
- Miss Ahmaed - Chestnut

- Phase Leader – Mrs Twyford

Uniform expectations

Lots of useful information can be accessed from our website. Look for the 'Parents' tab on the homepage.

www.gilbertcolvin.co.uk

Some uniform reminders:

- No Smart watches or jewellery. Only plain stud earrings are allowed.
- Pupils should wear sensible black or navy shoes or black trainers. No other colour trainers please. If there's a short term challenge with this, please let the school know.

Teachers will let parents know if their child is not wearing the correct uniform.

On PE days children come to school in their PE kit-

- Trainers
- A pair of black jogging bottoms (Outdoor P.E.)
- A pair of black shorts (Indoor P.E.)
- White T-shirt
- School Sweatshirt



Children can wear uniform with our school logo on or uniform widely available from the high street. Logo uniform can be ordered from our supplier, <https://khalsaschoolwear.co.uk/>



- Plain black shoes or plain black trainers
- Grey or black skirts or trousers
- White shirts or white polo shirts
- Royal Blue sweatshirts/cardigans

Children will also need a school book bag (we do not have storage for large rucksacks).



Behaviour

Positive not punitive

We have a values based, positive behaviour system. We discuss with our classes what good learning behaviour looks like and how we can show that we are 'Ready to Learn'. This is closely linked with what it means to be a pupil at Gilbert Colvin and the school's values of *courage, perseverance and integrity*. Green Trackit points and certificates are awarded for positive behaviours. Pupils are asked to reflect upon their behaviour if there are more serious incidents. Parents are informed if pupils have had 'reflection time'.

Inclusion Team

Some children may have additional support and work with our ELSAs individually or in small groups.

Mrs Begum – Inclusion Manager/SENDCo

Mrs O'Sullivan – ELSA (Emotional Literacy Support Assistant)

Miss Collins – ELSA (Emotional Literacy Support Assistant)

Behaviour Policy

This can be read on our website. <https://www.gilbertcolvin.co.uk/page/?title=Policies&pid=20>



Behaviour – visible consistencies

This is how we do it *here*. Whatever happens at home, in school, we have an agreed set of behaviours that teachers will be modelling and we will expect from the children.

As a whole school, we are focusing on: greeting each other, walking (not running), being kind to each other in the playground.

Behaviour for learning – in classes. This will be more specific and linked to positive learning behaviours and the GC values.

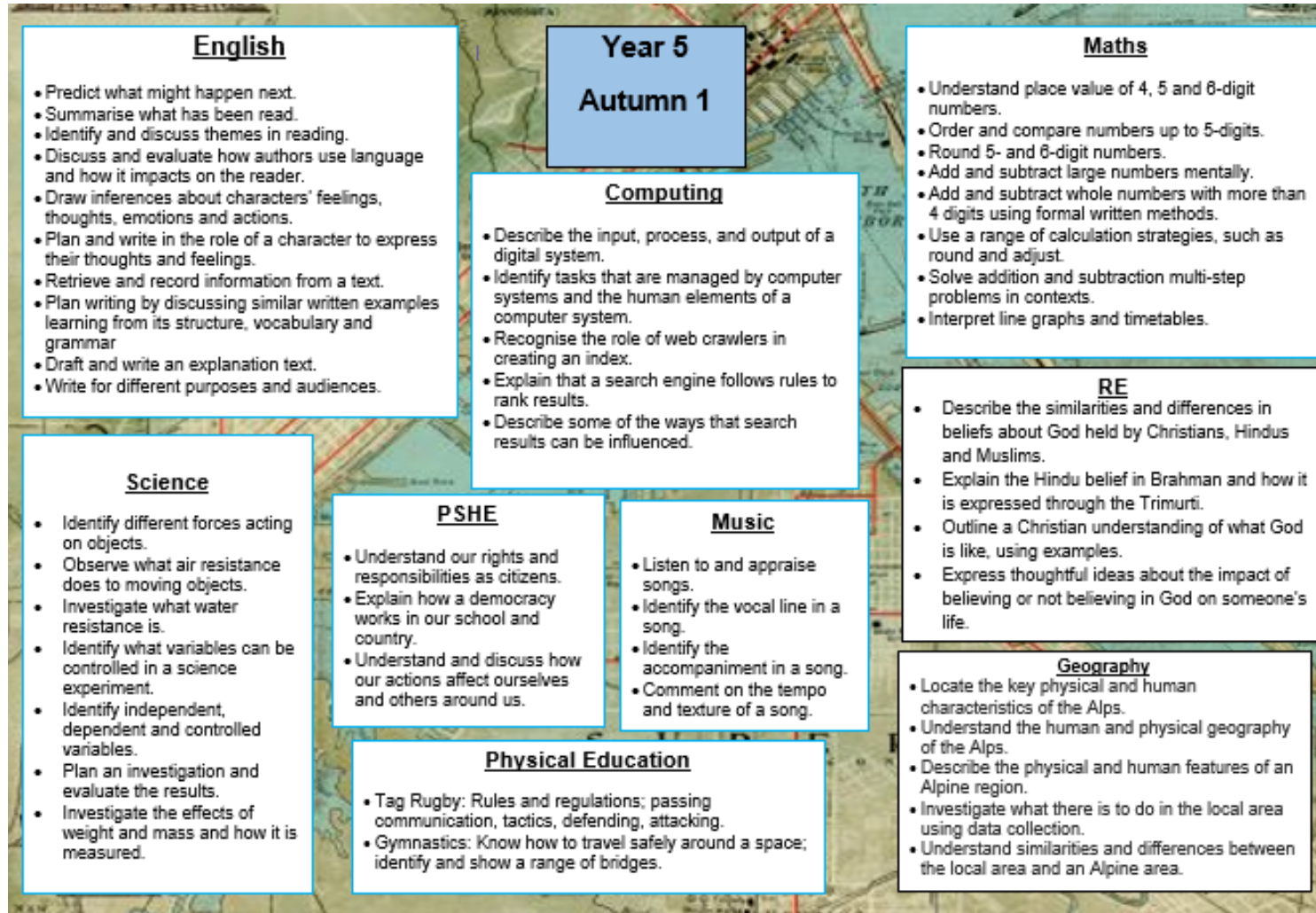
Consequences hold – good behaviours don't cancel out the bad ones. For more serious incidents, children will be asked to write a brief reflection to think about their behaviour choices. We will let you know if that's happened.



Behaviour – Zones of Regulation

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 sad	 happy	 frustrated	 angry
 tired	 calm	 worried	 terrified
 sick	 feeling ok	 silly	 yelling
 bored	 ready to learn	 excited	 hitting
I can try...  stretch	I can try...  drink water	I can try...  deep breaths	I can try...  take a break

Curriculum – what we will be covering this half term





Curriculum – foundation subject topics that will be taught this year

Geography

What is life like in the Alps?
Why do oceans matter?
Would you like to live in the desert?

RE

What do different people believe about God?
What does it mean to be a Muslim?
Why is prayer important for religious believers?
What does it mean to be a Christian?
Justice and poverty: Can religions help to build a fair world?

Art

Georgia O’Keeffe – sketching and oil pastels
Sculpture and Clay – Andy Goldsworthy
Textiles – stitching and batik

Music

How does music bring us together?
How does music connect us to the past?
How does music improve our world?
Cornets

Computing

Systems and networks
Creating media – video production
Programming
Data and information - databases

PE

Outdoor: Tag rugby, rounders, outdoor adventure, tri-golf
Indoor: Balancing and handstands, jumping and leaping, Victorian dance, Mystery dance

History

The Victorians
How did Ancient Greeks influence the modern world?
Benin

Spanish

At the café
Do you have a pet?
What so the weather?
My home

Science

Forces
Space
Animals including Humans
Life Cycles
Properties of Materials
Reproduction

PSHE

Being me in my world
Dreams and goals
Celebrating difference
Healthy me
Relationships

DT

Mechanical systems – moving vehicles
CAM system – Victorian toy
Textiles – recycled clothing



English – how we teach reading at Gilbert Colvin

- Nursery – Year 2 – Read Write Inc phonics programme
- Year 2 – Year 6 – Reading VIPERS programme
- All children read core texts as part of their English lessons
- Children have story time at the end of the day
- Children in KS2 have daily independent reading for pleasure time

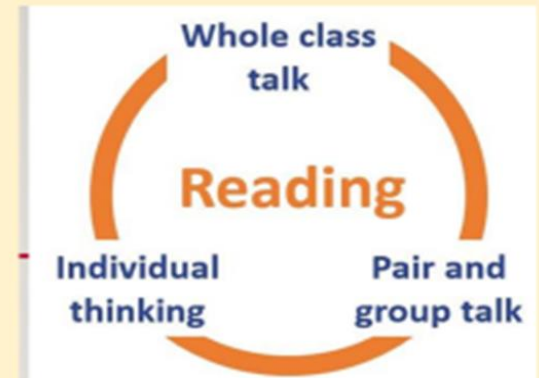


English – how we teach reading at Gilbert Colvin



VIPERS reading

- Whole Class Reading is the lesson in which children study specific texts and extracts from high quality books to learn and refine their skills in reading and comprehension.
- Children use the 'VIPERS' framework to help break down the individual skills required to read and comprehend a text fully.
- These skills are taught individually and build up over time throughout Key Stage 2, until children can read fluently and comprehend fully.



Reading Vipers

Vocabulary
Interpret
Predict
Explain
Retrieve
Sequence or Summarise



English – how we teach reading at Gilbert Colvin



Accelerated Reader



- Accelerated Reader is the system we use in school (years 2 – 6) to find your child a difficulty-appropriate and age-appropriate book to read that will ensure they continue to make progress.
- Children complete 'Star Reader Tests' that give your child a numbered range from which your child can choose books from within. For example, they may have a range of 3.2 - 4.5. They would then begin on a book levelled 3.2 and can read their way through up to books levelled 4.5.
- This range ensures children do not read books that are too difficult for them and allows the child the ability of free choice whilst being guided within a range so they can choose books that meet their interests.
- Children can complete a quick quiz at home after they have finished reading the book to check that they have understood what they have read.

English – how we teach writing at Gilbert Colvin



- Writing is taught during the designated, hour long, English sessions.
- Writing is based on high quality texts that drive teaching and learning in these sessions
- Children learn a range of literary features to apply to their writing.
- Children have the opportunity to write a variety of different types of writing across the year.
- Children follow a 5 step writing process, in which they plan, write, revisit, edit and publish their work.
- A variety of text types and high quality models of writing are used to support pupils, allowing the children to see how the literary skills learnt in lessons are used effectively in a broad range of genres.
- Writing, at Gilbert Colvin, always has a purpose and an audience.
- Alongside this, children are taught about spelling, handwriting, grammar and punctuation.



Maths – how we teach maths at Gilbert Colvin

- We follow a progressive and ambitious scheme in years 1 – 6: Mathematics Mastery
- It promotes deep, mathematical thinking with connections made across the curriculum
- Lessons follow a 6-part structure, giving children lots of time for rich discussions and ‘doing’ the maths
- Children use manipulatives so they can ‘see’ the maths
- Focus on fluency, alongside problem solving and reasoning
- CPA approach (concrete, pictorial, abstract)

Homework

Homework is sent directly to parents each Friday on School Ping.

Please let us know if you are unable to access the homework.

Homework Expectations Per Learning Phase:

EYFS		
Time	Area	Task
Daily	Reading	1 x Read levelled RWI book 1 x Read along for pleasure book
	Phonics	High frequency words and sounds book
Weekly	Read Write Inc. Phonics	Weekly activity links given
Fortnightly	Maths	A piece of Maths homework will be sent home fortnightly. Other suggested activities to do at home.
Termly	Project/Creative	Suggested trip to a place of interest Outside learning Cooking together
Key Stage 1		
Time	Area	Task
Daily	Reading	2 x Read levelled RWI book or 1 x Accelerated Reader book 1 x Read along for pleasure book
	Phonics / Spellings	High frequency words and sounds book / spelling words given by class teacher
Weekly	Phonics (Year 1)	Read Write Inc. activities set
	Spellings	Spelling Shed activities
	SPAG	Answer set questions on www.spag.com
	Maths	Answer set questions on www.maths.co.uk
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together
Key Stage 2		
Time	Area	Task
Daily	Reading	Accelerated Reader book
	Spellings	Spelling Shed activities
	Times Tables practice	TTRS (Times Tables Rock Stars)
Weekly	Reading	Accelerated Reader Quiz
	SPAG	Answer set questions on www.spag.com
	Maths	Answer set questions on www.maths.co.uk
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together Media/Computing Project



Homework



English

- Read your Accelerated Reader book every day and talk to someone at home about it and answer questions they ask you to check your understanding.
- Spag.com – Expanded Noun Phrases

Maths

- Times Table Rock Stars
- Maths.co.uk – Number and Place Value A



Homework Year 5

Date: 13.9.24

Complete by: 20.9.24

Have you tried these website games?

<https://www.bbc.co.uk/bitesize/primary>

<https://trockstars.com/>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Mental Maths

Practise your times tables up to 12 x 12.

Spellings

Learn week 2 spellings.

Handwriting

Choose part of your reading book and copy it out in your neatest handwriting.

Discuss with an adult...

- What are your goals for this year?
- What can you do to help you achieve your goals?

Next week, we are learning about...

In maths, we will be looking at the place value of 6-digit numbers. We will order, compare and round them.

In English, we will be analysing the features of information texts and conducting our own research about pomegranates, the delicious fruit that the main character in our class text buys, so we can write our very own information text.



Pupil Premium Grant

- Additional funding is given to the school if your child is eligible for the pupil premium grant. Details of how to apply are on the [school website](#)
- Details of how the pupil premium grant is spent is on the [school website](#)
- 1:1 phonics/reading intervention
- Subsidised school trips
- One subsidised extra-curricular club per term



Dates of events and school trips

- Jeans for Genes Day – 20th September
- Black History Month – October
- Harvest Festival
- Quidditch Day – 4th October
- ‘Bring and Share’ event – 18th October
- Tower Bridge Engine Room visit – 24th October
- Science Museum – 26th November
- Redbridge Museum – 6th February 2025

How can I support my child this year?



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- Please ensure your child arrives at school promptly (before 9am) so that they don't miss any learning
 - Check School Ping daily for messages, email and homework
 - Look at what your child will be learning each term by exploring our 'curriculum' part of the website
 - Make sure your child reads every day and sign their reading record
 - Talk to your child about what they have been learning each day
 - Screen time at home could include Times Tables Rockstars and Spelling Shed



Important notices

- Please send your child in wearing their PE kit on Tuesday
- Children can bring in their own water bottles. These can be filled at the sink in their classroom
- If parents want to speak to the class teacher, either speak to the teacher on the playground or arrange an appointment through the school office
- Check the weekly newsletter for important dates
- If parents have concerns about their child, speak to the class teacher. If it needs to be escalated, arrange a meeting with the phase leader. Concerns or queries may be passed on to the Assistant Headteacher, the Inclusion Manager, Deputy Headteacher or Headteacher
- During the autumn term, children have weekly swimming lessons on a Monday. Please ensure that children have the correct kit (towel, swimming hat, costume/trunks and a large bag) and that any earrings are removed before children come to school for health and safety