

St. Andrew's Primary School

Welcome to Norwich



Mrs Coote, Mrs Wilkin and Miss Clark



St. Andrew's Primary School

Welcome to Norwich

Keep up to date with all that we learn via our class webpage at:

<https://www.st-andrews.lincs.sch.uk/year5.asp>

The school twitter page:

<https://twitter.com/LeasStAndrews>

[Mrs_Coote \(@LeasinghamY5\) / X \(twitter.com\)](#)



YOU'RE OFF TO GREAT PLACES!
TODAY IS YOUR DAY!
YOUR MOUNTAIN IS WAITING,
SO... GET ON YOUR WAY!

DR. SEUSS

Aims of our School

At St. Andrew's Church of England Primary School we aim to provide a safe and happy learning environment where:

'Everything we do, everything we say, everything we are about must ultimately be for the children, to develop them into positive participants in the world community'

'Opening the door to learning' John 10:10 'to have life in all its fullness'.

- To encourage children to become highly motivated life-long learners.
- To enable children to have high self-esteem – respecting themselves, others and the environment.
- To provide an ethos of support, challenge and encouragement.
- To provide learning partnerships between home and the community.



Golden Rules and Expectations

As a school community, we have high expectation of our pupils and want to ensure that they all achieve their best. Our philosophy is to encourage the positive behaviours. The golden rules are followed across school and POSITIVE reinforcement and encouragements of these rules is demonstrated in various ways, such as:

- ▶ House points
- ▶ Merits
- ▶ Headteacher award
- ▶ Star of the week
- ▶ Achievement assembly
- ▶ Lunchtime award
- ▶ Effort cup
- ▶ Responsibilities around school

Golden Rules

We are gentle



We are kind and helpful



We listen



We are honest



We work hard



We look after property



Positive Power

Consequences

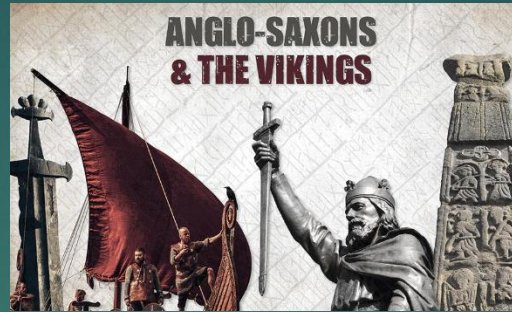
Although we positively encourage the correct behaviours, we have a set of consequences we follow if children continue to demonstrate negative choices. As can be seen from the order below children do have many opportunities to change their behaviour and make the right choice before incidents are mentioned in the red behaviour book or the loss of free time.



1. Reminder of expectations.
2. Verbal warning of consequence of actions.
3. Time out from situation.
4. 5 minutes loss of free time and recorded in behaviour book.
5. Time out working away from other children.
6. Spoken to by a senior member of staff.
7. Sent to head teacher and parents informed.



Curriculum Newsletter



Our current curriculum newsletters are sent to you via TEAMS at the start of every term and will also be available to view on our class webpage <https://www.st-andrews.lincs.sch.uk/year5.asp>

We are passionate about ensuring our children experience a breadth and balanced curriculum across all subjects to allow EVERY children to shine and feel success.



Curriculum in Year 5



As your child is now entering Upper Key Stage 2 (UK2) this is the start of preparations ready for their move to secondary school. The three life-long skills we will be encouraging, developing and harnessing are:

Organisation

Responsibility

Independence

Key skills required across all subjects:

- ▶ Handwriting and presentation skills
- ▶ SPaG – Spelling, Punctuation and Grammar
- ▶ Reading (independent and guided)
- ▶ Quick recall of basic number facts (tables, bonds)
- ▶ Assessment
- ▶ Marking (peer and self) (please see our policy for further details if required)



Curriculum in Year 5

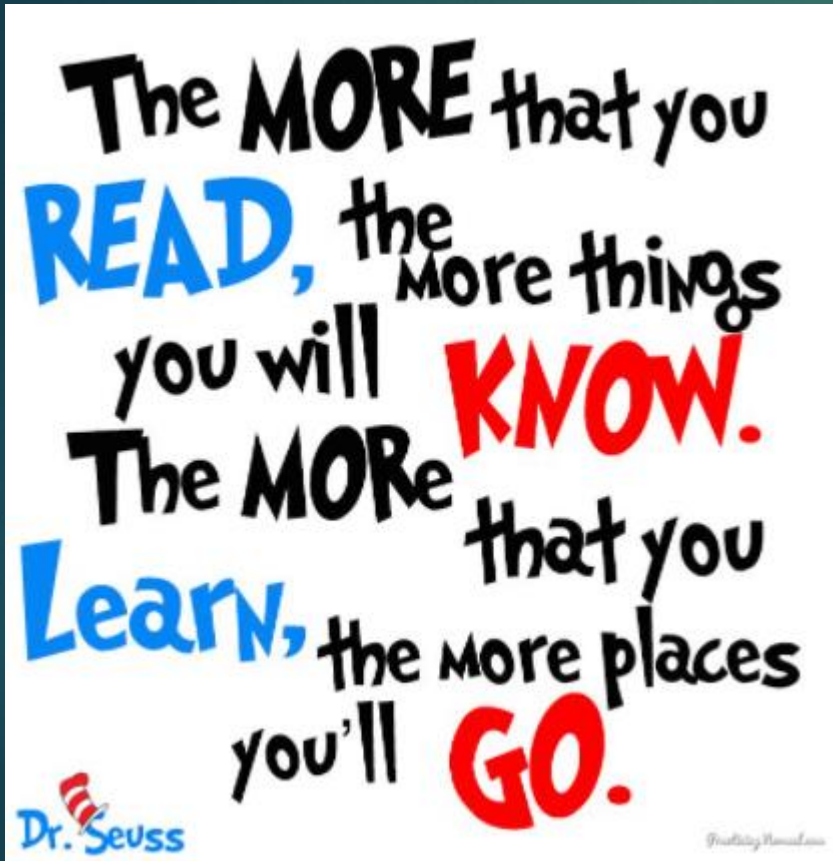


Subject areas covered:

- ▶ History
- ▶ Geography
- ▶ PSHE – through Jigsaw
- ▶ Computing
- ▶ Music
- ▶ Art
- ▶ Design and Technology
- ▶ Writing
- ▶ Reading
- ▶ Mathematics
- ▶ Science
- ▶ French
- ▶ PE
- ▶ RE



Reading





Reading

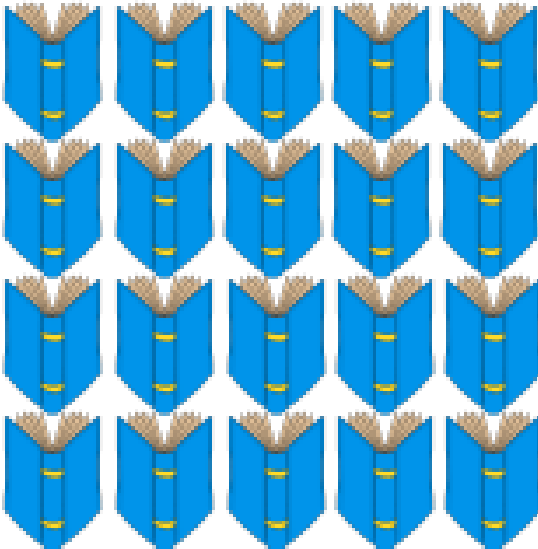
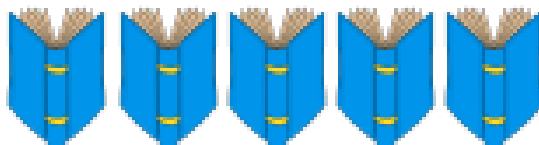



- ▶ Reading books that require changing, must be returned to school on a Monday and a new book will be sent home on a Thursday to allow time for books to be quarantined.
- ▶ Independence – love and enjoyment of reading we promote throughout school.
- ▶ Responsibility of children to read every night. (read regularly each week (10/15 mins each night).
- ▶ Expectation that children read at least three times a week
 - *Children can record but this will not be checked.
- ▶ Expectations – what you can do at home – please encourage children to read every night and discuss together what has been read.
 - *School reading books, magazines, newspapers, own books can be encouraged
- ▶ Reading at school. Children are encouraged daily to read silently and will be heard read at least once a week during our guided reading sessions.

"Pupils should be taught to read fluently, understand extended prose, both fiction and non-fiction, and be encouraged to read for pleasure. Schools should do everything to promote wider reading ... [Pupils] should be reading widely and frequently, outside as well as in school, for pleasure and information."



WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
20 minutes per day	5 minutes per day	1 minute per day
3,600 minutes per school year	900 minutes per school year	180 minutes per school year
1,800,000 words per year	282,000 words per year	8,000 words per year
		
Scores in the 90th percentile on standardized tests.	Scores in the 50th percentile on standardized tests.	Scores in the 10th percentile on standardized tests.

If a student starts reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

Homework Policy Updated

Responsibility Organisation Independence Partnership

- ▶ Policy has been updated, sent home and available on the school website.
- ▶ Focus on key skills with a must for all children
- ▶ Reading is core as well as key Mathematical concepts through online activities
- ▶ Parents to support 'must activities'
- ▶ Opportunity for further activities (could) which are longer topic-based activities and only set termly. Yr1 to Yr6.
- ▶ Partnership

Homework Expectations

Progression of Homework Set

Class	Must READING	Must ENGLISH/MATHS	Could	TEAMS Homework set/communicated On TEAMS by end of school Thursday	Recorded in planner	Set Thursday for Tuesday
York	Phonics and Reading			Tapestry		On going
Lincoln	Reading/Phonics Sheet	Purple Mash Numbots	Project linked to key driver in topic	Published on TEAMS	N/A	Yes
Winchester	3 times a week	Purple Mash Mathletics	Project linked to key driver in topic	Published TEAMS	N/A	Yes
Canterbury	3 times a week	Spelling Shed TT Rockstars/Mathletics	Project linked to key driver in topic	TEAMS –Term 1 and 2 Term 3 Planner	Summer term	Yes
Salisbury	3 times a week	Spelling Shed TT Rockstars/Mathletics	Project linked to key driver in topic	TEAMS copied into Planner	Weekly by children	Yes
Norwich	3 times a week, moving towards continuous	SPAG.COM Mathletics/TTrockstars	Project linked to key driver in topic	TEAMS copied into Planner	Weekly by children	Yes
Southwell	Continuous	SPAG.COM Diagnostic Questions Maths.co.uk	Project linked to key driver in topic	TEAMS copied into Planner	Weekly by children	Yes



Routines



- ▶ Letters (Twitter or class webpage)
- ▶ Morning routine – punctuality is essential
- ▶ Healthy snacks (no chocolate Government guidelines)
- ▶ Water bottles – essential and clearly labelled
- ▶ ELECTRONIC GADGETS – non unless requested and protocol adhered to.
- ▶ Clubs – non this term but will be reviewed
- ▶ P.E - come to school wearing kits – **Wednesday (this term).** Please dress appropriate for all weathers.
- ▶ Pupil Premium – this is linked to income, if you think you might be eligible please contact Mr Hodgson or Mrs Whalen.



Uniform



Uniform:

- Shirts should be tucked in.
- PE Kit – Children should come to school wearing these on their PE days. This should consist of a house PE shirt and plain dark loose/soccer shorts. **Not cycling shorts.**
- Trainers to be worn for P.E. on the their PE days.
- Appropriate outdoor P.E. kit which consists of school t-shirt plus a **school jumper or a school sweatshirt**. Plain tracksuit bottoms for colder weather.
- Socks should be plain (white, black or grey).
- Appropriate footwear to be worn.
- No nail varnish and **only appropriate earrings**. - studs
- Children with long hair have it tied back throughout the school day with a suitable plain hair band or bobble. We would ask for no novelty hair bands or ribbons please.
- Hair should be an appropriate and acceptable style for school.



The school uses WISEPAY for the following:

- ▶ Parent Evenings
- ▶ Trips
- ▶ Text around will also give you updates around school.

Therefore, please could you ensure that all current details we have for you are up-to-date. Any issues please see Mrs Whalen.

PLEASE NOT THAT PAYMENTS FOR LUNCHES ARE NO LONGER THE RESPONSIBILITY OF SCHOOL AND ARE DIRECT WITH THE SUPPLIER



Computing Learning sites

► School website
(informative and good links)

► Mathletics

► Hit the button

► TT Rockstars

► Twitter - school

► SPAG.com (Y5/Y6)

► Spelling shed

► Purplemash



Internet Safety

Year 5/6 parents we would like to make you aware of the issues we have in the past to deal with in school regarding the inappropriate use of technology and social media from out of school. This also applies to some games that have 18 ratings yet children in school are playing these. These games contain inappropriate material that is repeated by the children in school and has an impact on their behaviours.





What is Growth Mindset?

Have you ever said: 'There's no point, I'll never be able to do it' or avoided doing something because you've failed at it in the past?

Feelings like this can be related to what children believe about what makes them 'good' at something – whether it's school work, sport, or even their ability to manage their emotions and behaviour.

Some children will tend to give up on challenging tasks easily, or avoid tasks they've failed at before. They tend to believe that being 'good' at a particular activity is a fixed state, and is something they can't control. In psychology, this way of thinking is called a '**fixed mindset**'.

Others might bounce back quickly from failure and be more likely to explore how they can get better at doing something. They tend to be children who believe that you can improve your abilities by practicing, or by finding a different way to achieve your goal. This way of thinking is called a '**growth mindset**', and developing it can help make children more resilient for life.

Go For It



Risky
RYAN

NEVER GIVE
UP!!

GROWTH MINDSET

<https://www.bbc.co.uk/cbeebies/wnups/help-your-child-try-new-things>

LEARN TOGETHER!!!
TEAMWORK TO CAN!!!



Stick at it sloth



Think Hard Mary



♥♥♥♥♥
CHALLENGING
LEARNING
STRETCHES
YOUR
BRAIN
!!!!



Challenges

Be Proud
and



Be proud
When you
achieve
Something
Be proud
of you!

Enjoy!!!!

Questions

- ▶ If you have any questions, please do contact me by calling school or through head@st-Andrews.lincs.sch.uk
- ▶ Please use the TEAMS platform as the **children's way to communicate** regarding their homework and other communication through the email above.
- ▶ Please be aware, further information regarding 11+ (next year), Hilltop and SATs (Y6) will be shared in due course (around June 2024).



Finally, and importantly...

- ▶ We look forward to teaching and caring for your children this academic year.
- ▶ Thank you for your ongoing support and we look forward to working together.

