



Meet the Teacher

Year 5



Year Group: 5

Class teacher: Mrs Battison

Support staff: Miss Duff



Our School Values

Ready
Respectful
Safe



The Matthew Arnold Way

A shared set of standards
outlining how the children
should behave to be
ready, respectful and safe.



Attendance

Every school day counts—regular attendance builds strong learning habits



Medical
Appointments



Holidays

Days off school add up to lost learning

175 NON SCHOOL DAYS A YEAR

175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments

0	6	15	19
DAYS ABSENCE (190 school days)	DAYS ABSENCE OR MORE	DAYS ABSENCE OR MORE	DAYS ABSENCE OR MORE
100%	96.99%	92.99%	Below 90%
EXCELLENT ATTENDANCE	SATISFACTORY ATTENDANCE	REQUIRES IMPROVEMENT	CAUSE FOR CONCERN
Best chance of SUCCESS	Harder to make good progress	Less chance of success	Serious concern Possible Court Action!



Don't be late!



Our Curriculum

	Autumn	Spring	Summer
English	<i>When we Walked on the Moon Farther</i>	<i>The Hound of the Baskervilles The Promise</i>	<i>The Lost Book of Adventure King Kong</i>
Maths	Number - number and place value - addition and subtraction Number - multiplication and division - fractions (including decimals and percentages)	Measurement Geometry - properties of shapes - position and direction	Statistics
Science	Earth and Space Living things and their Habitats	Forces Animals Including Humans	Properties of Materials
Geography	Fieldwork Local area - changes over time	Region of Europe - Northern Italy	Distribution of Natural Resources – including energy, food, minerals and water
History	Vikings Why did the Vikings come to the British Isles?	Benin Kingdom How did the African Society of Benin Develop and what became of it?	WW2 Liverpool How was Liverpool affected by WW2 and the Blitz?
Art and Design	Drawing <i>Picasso</i>	Collage <i>Louise O'Hara/Matisse</i>	Sculpture <i>Benin Sculpture</i>
Design Technology	Structures Pencil Pots	Mechanisms Cams Pop-up Toy	Cooking and Nutrition To design and make a seasonal scouse
Computing	Vector Drawings	Video Production	Selection in Quizzes
P.E	Netball Swimming Dodgeball	Swimming Gymnastics Fitness/Dance	Hockey Athletics Rounders
PSHE	Relationships	Physical Health and Well Being	Living in the Wider World
Music	Livin' on a Prayer Make You Feel My Love	Whole Class Instrumental programme taught by specialist teacher from Resonate Hub - ukulele	Whole Class Instrumental programme taught by specialist teacher from Resonate Hub – ukulele Dancing in the Street
Spanish	Self, family and friends School life	The world around us Animals and home environment	Leisure Summer



Important information

Our P.E days are: **Friday**

We change reading books on: **Friday**

We have our spelling test on: **Monday**



Important information

- We have an upcoming trip to Western Approaches HQ 9th October.
 - Visit from Holocaust museum 15th October
- Both trips linked to our WW2 learning.



Reading at Home for 3 DOJOS per week

The Power of Reading at Home

Dear Parents and Carers,

Did you know that just a few minutes of reading at home each day can make a huge difference to your child's learning and confidence? Research in the UK has shown:

-  **Daily reading boosts progress** – Children who read regularly at home make much stronger progress in school.
-  **It builds vocabulary** – Talking about books helps children learn new words and ideas.
-  **Better future success** – Young people who enjoy reading often do better at secondary school and beyond.
-  **Stronger family bonds** – Sharing a book together is a lovely way to spend time and build memories.
-  **Confidence grows** – Children who practise reading aloud become more fluent and proud of their achievements.

How you can help at home

-  Listen to your child read their school book each evening.
-  Read aloud to your child – even older children love being read to!
-  **Talk about stories** together: *What do you think will happen next? Who is your favourite character?*
-  Visit your local library for free books and fun activities.
-  Be a role model – let your child see you reading magazines, recipes, newspapers, or books.

 Every page you read together is a step forward in your child's learning journey.

 Thank you for your support in making reading a daily habit at home.

Residential

This year, your child will get the opportunity to visit PGL 22nd April



Re-introductions

In breakout pairs:

- What has been your **key piece of learning** in the programme so far?
- Which *DfE statements/content areas* have made most impact on you so far?
- Which *leadership behaviours* have you developed whilst on the programme?
- What one thing would you like to be coached on by the group today?

Leadership Behaviours

- Integrity
- Impact and Influence
- Future Focus
- Respect
- Self-awareness
- Resilience
- Delivering Continuous Improvement
- Leading by example
- Holding Others to Account
- Partnership Working and Collaboration



Solutions-focused reflective teams

Purpose: Collaborative problem-solving tool to elicit new thinking (20 mins)

Phase	Time	Participant	Rest of Group
Presenting	3 mins	A participant <u>briefly</u> describes the issue/topic and what they want from the group	Listen and annotate, list possible questions to ask during next phase
Clarifying	6 mins	Participant to respond to group's questions	Take turns to ask 1 clarifying question (what, when, where, who and how?) each about: • The topic/issue • What the participant is already doing well in the context • The impact they seem to be having No 'why' questions – not justifying/defending Aim is to gain greater clarity on what has happened to this point
Affirming	2 mins	Actively listen and thank your colleagues!	Take turns to offer an affirming statement, or compliment, or support to the participant about what has impressed them/what appears to be positive about this so far (these can be similar)
Reflecting	7 mins	Remain silent and actively listen	Group discussion about reflections of what they've heard - not advice!
Closing	2 mins	Respond to what they've heard/thought during the process, including any action steps that they have thought of. Thank colleagues.	Listen and take on board what resonated with the participant