

# Year 5 Meet the Teacher

## Sacred Heart Primary School



Welcome!





## Who is Who?

- Mrs McCue – Class Teacher  
(Monday – Wednesday)
- Mrs Furrer – Class Teacher  
(Wednesday – Friday)
- Mrs Fogg – Music Teacher
- Mrs Coney – French Teacher



# Start of the Day



- Children are expected to be in school between 8:45am and 9:00am.
- Year 5 need to enter the building via the back playground and through the side door (near the kitchen).
- Parents/carers should leave the playground once their child is in school.
- If you are late, please ensure your child comes into school via the Main Office.
- If your child is absent, please contact the school and inform us. An indication of your child's symptoms would be beneficial so that we can support you and your child.





# End of the Day



- Children should be collected at 3:20pm from the Main School Entrance.
- Please arrive and exit the playground promptly through the main school gate.
- If children are allowed to walk home alone, please send an email to confirm this.
- If for any reason you are late, please notify the Main Office.
- Please inform us if your child is being collected by someone else by phoning the school office or via email.





# Uniform



- All school uniform and kit should be **clearly named**.
- Every **Tuesday** and **Thursday**, pupils should come to school wearing their PE kit.
- Indoor PE kit: Sacred Heart maroon t-shirt, navy blue school shorts or skirt, white socks and trainers.
- Outdoor PE kit: Sacred Heart tracksuit jumper and bottoms, white socks and trainers.
- Children should not be wearing jewellery .
- Hair tied back for school at all times.





# Equipment



- Children should bring their Reading Journal, reading book, Spelling Journal and Homework Diary to school every day.
- Every child should have a water bottle (and a packed lunch if they have one).
- Your child will need to bring in a coat as the weather becomes cooler.





# Daily Routine



Year 5 Autumn Week X:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:05	Morning Starter Prayers & Register	Morning Starter Prayers & Register	Morning Starter Prayers & Register	Morning Starter Prayers & Register	Morning Starter Prayers & Register
9:05 - 9:25	Celebration Assembly	Gospel assembly (in class)	Hymn Practice	Class Collective Worship	Themed Assembly
9:25 - 10:30	English	English	English	English (SPaG)	Spellings/Arithmetic/ Times Tables/ PHSE
10:30 - 10:45	Break	Break	Break	Break	Break
10:45 - 11:15	English Skills	English Skills	English Skills	English Skills	RE
11:15 - 12:15	Maths	Maths	Maths	Maths	
12:15 - 1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15 - 1:30	ERIC	PE	ERIC	ERIC	ERIC
1:30 - 2:10	History		French (FC)	RE	Science
2:10 - 2:20	Break	ERIC	Break	Break	Break
2:20 - 3:10	ART	Computing	Music (AF)	PE	Science
3:10 - 3:20	Story	Story	Story	Story	Story



# Behaviour



Rewards	Consequences*
✓ Stickers	✗ Timeout
✓ Happy Face and Ticks	✗ Reflection Face
✓ Marbles	✗ Reflection activity
✓ Star of the Week	✗ Discussion with another teacher
✓ Good Manners	✗ Discussion with the headteacher
✓ Headteacher Award	
✓ Postcards	

\* Please note that while in some instances the consequences escalate as written – this may not always be the case.





Attachment Aware  
Schools Award

Relational

**RESTORATIVE APPROACHES**

**Attachment Aware Schools Award**

**10 Top Tips for being the best attachment figure in the classroom!**

1. Remember your words, use a 2.
2. Notice that children and adolescents may be stressed.
3. Remember the 50/50 thing you have been in made.
4. Notice that children and adolescents may be stressed.
5. Remember the 50/50 thing you have been in made.
6. Notice that children and adolescents may be stressed.
7. Remember the 50/50 thing you have been in made.
8. Notice that children and adolescents may be stressed.
9. Remember the 50/50 thing you have been in made.
10. Notice that children and adolescents may be stressed.

**What can I do?**

**Let's help every child thrive.**

**Why Do We Have Thrive?**

- Here are some reasons why...
- It helps to build resilience
- It decreases mental illness
- Reintegrates the learning provision
- Helps underachievers to re-engage with learning
- Enhances emotional and social skills
- Helps children to become curious

**The ZONES of Regulation**

**GO**

**How can you help yourself?**

**REST AREA**

**SLOW**

**STOP**

Approach

# The ZONES of Regulation<sup>®</sup>

## How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help



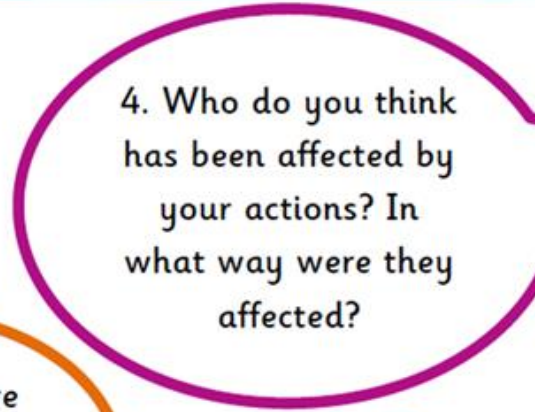
1. What happened?



2. What were you thinking about at the time?



3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way were they affected?

## Restorative Practice in School



5. What do you need to do now to make things right?

*There is a reason for every behaviour.*



The six developmental strands are:

1. Learning to be 0-6 months (**Being**)
2. Learning to do 6-18 months (**Doing**)
3. Learning to think 18 months – 3 years (**Thinking**)
4. Learning to be powerful, and have an identity 3-7 years (**Power and Identity**)
5. Learning to be skilful and have structure 7-11 years (**Skills and structure**)
6. Learning to be independent and secure in your sexual identity 11-18 years (**Separation and sexuality**)

Let's help every child **thrive** 



# Curriculum



- English:
  - Reading and comprehension skills.
  - Grammar, Spelling and Punctuation 'Non-negotiables'.
  - Class Text this term:  
Anglo-Saxon Boy  
Cosmic
- Mathematics:
  - White Rose curriculum.
- Curriculum newsletter issued every term.
- A weekly email will be sent out every Friday:
  - Any changes to school routines and events will be communicated via email.



# Home Learning

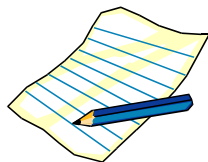


- Weekly home learning tasks will focus on consolidation.
- Home learning will be set on a Friday and should be handed in by the following Tuesday.
- Children will receive English and Maths home learning every week.
- They may get half termly home learning linked to RE and half-termly home learning linked to History or Geography.

# Home Learning: English



- One piece of English Home Learning a week:
  - Reading comprehension.
  - SPaG consolidation.
- Spellings: weekly list of words to learn with related activities to help practise the pattern.
- Reading:
  - 20 - 30 minutes each day recorded in their Reading Record.
  - 5 entries in Reading Journal per week.
  - 1 activity to be completed per week from the list at the back of the Reading Journal.





# Home Learning: Maths



- One piece of Maths Home Learning a week linked to class content.
- Some tasks may be computer-based using an online platform like Mathletics.
- Weekly Times Table Test







# Mark Scheme



SACRED HEART CATHOLIC PRIMARY		
Achievement	✓	Correct
	☆	Meeting Expected Learning Outcome
	1HP/2HP/3HP	House Points 1HP – Good Learning Outcome 2HP – Outstanding Learning Outcome 3HP – Exceptional Learning Outcome (visit Headteacher)
	LO + LO = LO -	You have exceeded the learning outcome You have met the learning outcome You have not quite met the learning outcome
Improvement	●	Incorrect
	The <sup>^</sup> sat on the mat.	Words missing
	~~~~~	Check this
	because sp	Spelling error For Year 5 and Year 6 no circle, code in margin
	amie, How are you p	Missing punctuation For Year 5 and Year 6 no circle, code in margin
	//	Start a new line or paragraph
	NS VF	Moving forward comment/next steps Verbal feedback given
Assessment	✓	This is great!
	😊 😐 😞	Show us how you think you have done with your learning
	AS	Adult Supported Learning
	GG	Guided Group Learning
	P	Paired Learning
IND	Independent learning where this follows guided or supported learning	



# Feedback Expectations



- Verbal feedback is a priority.
- Written feedback will be given as follows:
- Consistent use the codes detailed on the marking policy.
- Children will have one focused mark in RE, Science and Learning Themes per topic.
- Children will receive Next Steps in Maths, once a week.
- Opportunities for Self and Peer Assessment will be introduced in activities that lend themselves to the process.





# Key Dates



## Parents Evenings:

- Week beginning 8th November
- Tuesday 8<sup>th</sup> November – Virtual Parents Evening
- Thursday 10<sup>th</sup> November – In Person

## Year 5 Residential

- Monday 15<sup>th</sup> May 2023



# Talk to Us!



- Please do not hesitate to contact us:
- If you are worried about any aspect of your child's learning, well-being or experience at school.
- If you have questions or need clarification about school routines or home learning details we will try to respond to emails received within 48 hrs.

[hfurrer@sacredheart.richmond.sch.uk](mailto:hfurrer@sacredheart.richmond.sch.uk)

[cmccue@sacredheart.richmond.sch.uk](mailto:cmccue@sacredheart.richmond.sch.uk)

- If your concern is urgent, please notify the office.



**THANK YOU** for such a  
**positive start to the year!**

**Your support and positivity means a  
lot to Sacred Heart.**

**Any Questions?**

