

Welcome to Year 5



Please note that this presentation is being recorded and will be shared with families on our School YouTube channel

Happy Pupils Succeed

At Harborne Primary School we are developing confident, successful children with a natural love of learning, through an aspirational and inspirational curriculum where everybody is valued.

Our ethos

To value children as individuals: celebrating their achievements and supporting their individual needs within a framework of equal opportunities.
To provide opportunities for social, moral, spiritual and cultural development so that children value and respect their own and other cultures.
To encourage children to accept personal responsibility for their own behaviour and to be caring and sensitive towards the needs of others and the environment

Our curriculum

To provide an exciting and relevant curriculum which motivates the children to learn, working both collaboratively and independently.
To promote high standards of achievement through careful planning and assessment of children's progress, which maximises each child's individual potential.

Our staff

To use the expertise of individual staff to encourage teamwork and promote quality teaching and learning.
To value all our staff and provide opportunities for their professional development.

Our community

To promote a partnership between staff, parents, governors and the wider community, which enhances children's learning.

Resources

To match our available resources as efficiently and effectively as possible to curriculum and whole-school objectives

Premises

The Year Team based at the Main Site



Mrs Mitchell
Class Teacher



Miss Christie
Class Teacher and
Y5 Group Leader



Mrs Brown
Class Teacher and
Y5 Group Leader



Miss Bryan
Teaching
Assistant



Mr Clabon
Class Teacher



Class Teacher Mrs
Bagnall



Mrs. C Nelson
SENCO
(Special Educational
Needs Coordinator)



Mrs. L Gibbons
SEN
Administration/
ASD support

Our SEND Team



Mrs. L Crute-Morris
SEN Administration TA/ Speech
& Language support

Our Pastoral team



Mrs. N Quadri
Pastoral Manager



**Miss J
Hussain**
Learning
Mentor

We follow the 'Five-a-day' principles for high quality teaching. These best support our SEND pupils and benefit all children.



1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Our Senior Leadership Team

**Mr Nick
Whitehouse**
Head Teacher



(SLT)
**Mr Duncan
Wilson**
Deputy Head
Teacher



Mrs Julie Hallam
Assistant Head
Teacher



Mrs Claire Walters
Assistant Head
Teacher



Ms Vida Kyereh
Assistant Head Teacher

*You will come into
school through this
door at 8.50am*

Please take children to the office if they
arrive after 9am.



*You will be collected at
the end of the day at
this door at 3.30pm.*

Any children not collected by 3.40 are taken to the
office and entered into the Late Book.

Every day, children need to bring to scho

- A coat
- HPS Book Bag (one keyring only)
Reading books and Red Reading Diary
- Water bottle in House colour
50p for a new lid from the School Office

Blue – Windsor
Red – Hanover
Yellow – Stuart
Green – Tudor



HPS book bags can be bought
from the School Office for £4.50

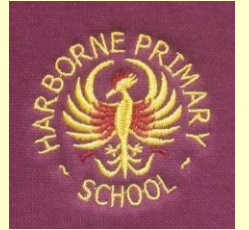
No rucksacks in
school please



We do not
have the
storage space!

We like the children to wear our smart and practical uniform because it helps to give them a sense of pride in our school, helps them to be ready to learn and to show they belong to the school team.

School Uniform



- Grey skirt/dress/trousers
- Summer dress in red and white gingham
- White shirts/polo tops
- Burgundy/grey sweatshirts/jumpers/cardigan
- Black, sensible school shoes
- Burgundy/grey/white/black tights or socks
- Suitable winter coat/school fleece
- School logo is recommended
- **No bracelets, hooped earrings or necklaces (unless worn for religious purposes)**

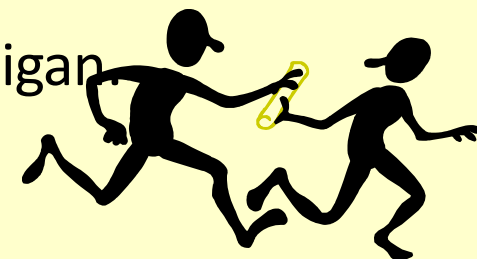
Please check that all uniform and property is clearly labelled with your child's name.

Year 5 P.E.

Y3 –Y6 will wear their P.E. kits to school all day, on their P.E. lesson days



- Plain navy, grey or black shorts or, tracksuit bottoms with elasticated ankles.
- White P.E. top with House colour trim and school logo or a plain t-shirt in your child's House colour.
- A Harborne Primary School or plain burgundy jumper/cardigan.
- Socks.
- FASTENABLE trainers – not pumps or school shoes!
- No jewellery including earrings (religious jewellery must be covered with a sweatband).
- Children are permitted to wear activity trackers, provided that they are covered and secured (e.g. with a sweatband).
- **Long hair must be tied up.**



For a before-school sports club, please send your child's uniform for them to change into before lessons start.
For an after-school sports club, please send your child's P.E. kit for them to change into before the club starts.

Communication

In Year 5, we regularly share information with parents/carers via letters in book bags, the WhatsApp groups and the school Newsletter.

If you need to communicate a message to us please:

1. Speak to the member of staff on the door at drop off;
2. Speak to the Class Teacher at pick up;
3. If you're not coming to the school site yourself, you can either:

email enquiry@harborne.bham.sch.uk

or telephone the school Office to leave a message.

Should an issue need further attention:

4. Speak to Mrs. Brown or Miss Christie, the Year Group Leaders;
5. Message a member of our SLT.



Please speak to your child's class teacher if you would like to be the WhatsApp Representative or if you would like to join the group.

The Year 5 Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>English</i>	Harry Potter book study Letter writing Diary Setting description Character description Narrative (Information text – Mayans)		Beowulf book study Setting description Character description Newspaper article Narrative poem Narrative (Information text – Anglo-Saxons)		Cosmic book Study Persuasive letter Diary Leaflet Narrative Newspaper article (Information text – Henry VIII wives)	
<i>Maths</i>	Place value Addition and Subtraction	Multiplication and division Fractions	Multiplication and division Fractions Decimals and percentages	Area and Perimeter Statistics	Shape Position and Direction Decimals	Negative numbers Converting units Measurement volume
<i>Science</i>	Properties of materials Identifying properties of materials. Look at mixing and separating materials and reversible and irreversible changes.	Forces Understand the effect of air, water resistance and friction. Look at the concept of gravity.	Living things and their habitats Look at differences in life cycles.		Animals including humans Look at the reproduction of plants and animals.	Earth and space Understand the rotation and movement of the Earth and other planets.

Further details of our curriculum for the year are shared on the school's website:

The Year 5 Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Trips
<i>Focus</i>	Mayans		Anglo Saxons	Anglo-Saxons	Tudors	Local study	
<i>History Skills</i>	Settlement/hierarchy/religion/traditions/beliefs		Discover how events of the past influence life today.	Learning about the past from historical sources.	Henry's marriages- Compare women's position in society now and then.	How has our High Street changed?	Cadbury World Trip, Autumn (Mayans) Selly Manor Trip, Summer (Tudors)
<i>Geography Skills</i>	Identify location of Mayan settlements.		Mapping	Plot countries in Europe that invaded Britain	Henry's travel/palace in the UK, origin of Henry's wives.	Investigate the use of Bournville and <u>Harborne</u> High Street.	
<i>Art and design</i>	Portraits- Frida Kahlo / Mayan mask		Water colours Monet		Wife portraits charcoal and Chalk pastels	Screen printing	
<i>Design and technology</i>	Mayan Masks Create a chocolate package		Making bread		Cams toy (space)		
<i>Computing</i>	Coding	Online safety	MS Word	Game creator	Spreadsheets and data bases	Concept mapping	
<i>Languages</i>	What's the date	Maths calculations	Do you have a pet?	The Weather	The Tudors	French Culture (French day)	
<i>Music</i>	<u>Live</u> in' On a Prayer	Classroom Jazz 1	BBC – Anglo-Saxons	The Fresh Prince of Bel-Air	The Planets	Reflect, Rewind and Replay.	

<i>PE</i>	Real PE (Being Creative) and Tennis	Basketball and Gymnastic	Real PE (applying physical skills) and dance	Dodgeball and Tag Rugby	Real PE (personal skills) and Cricket	Athletics
<i>RE Birmingham Agreed Syllabus</i>	Caring for others, animals and the environment. Sharing and being generous	Being Loyal and Steadfast Being hopeful and visionary.	Being open honest and truthful. Being Silent	Participating and being willing to Lead Being modest and listening to others.	Being Temperate, Self-Disciplined and Seeking Contentment and Being Accountable and Living with Integrity Link to catholic/protestant church	Being thankful and Being Imaginative and Explorative

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

How you can support your child's learning:

In Year 5, we would like to promote independence within the children. This includes them being ready to learn for each day. They should be bringing in their reading book and making sure their homework is completed on time.

We have noticed an increase in anxiety within the children related to the 11+. We are trying to support the children with these anxieties but we would like the parents to be aware of this. We encourage parents to minimise pressure on the children and be mindful of these stresses.

Reading

Reading underpins much of our learning so we provide many and varied reading experiences for the children at school. Adults read to the children, guided, group reads happen weekly, the children read independently and with peer partners.

We have a wide selection of texts available and encourage the children to make selections from fiction, non-fiction and poetry genres.



Read, read to and with your child several times a week and record your comments in the Red Reading Diary to record your comments.



Maths and SPAG Homework



- Maths and SPAG Homework will be set every week.
- Please complete it by the following week.
- It will either be an online PurpleMash activity or, given as a paper copy in book bags.

Trips, Fun Days and Celebrations

Autumn

Cadbury world (approximate cost £14)

Festivals Assembly

Spring

Summer

Selly Manor Trip (approximate cost £8)

Planetarium

How you can support our school

- Please join our Friends of H.P.S.
- Please nominate H.P.S. when making online purchases through 'Easy Fundraising'
- Please volunteer to accompany groups on outings (eg. walking to the swimming pool, trips out and local walks).
- Please come and join the fun at our many family events – Christmas Carol Service, Eid Fest, EYFS Bedtime Stories, Sports Days, Summer Fairs and many more!



New Website and Twitter

Please visit our new website at:
www.harborneprimary.co.uk

You can also follow us on twitter
[@harborneprimary](https://twitter.com/harborneprimary)

The four Cs of making dreams
come true: Curiosity, Courage,
Consistency, Confidence.

Walt Disney



Wishing you all a super Summer
holiday!

See you on Wednesday 6th
September

