

Welcome to the Year 5 Coffee Morning





Teachers in Year 5



Quetzals: Mr. Noble (Year Lead)
Toucans: Mrs. Grant
Parrots: Mrs. Snow

HLTAs



**Mrs Hanson
(also ELSA)**



**Mrs Walters
(also ELSA)**



Mrs Crespin



Mrs Blunt



Mrs De Silva



Support Staff in Year 5



Mrs. Early, Mrs. Miah and Miss Dorae



Senior Leadership Team



Mrs MacLean
Headteacher



Mrs Copsey
Deputy
Headteacher



Mrs Searle
Inclusion Lead
(SENCO)



Miss Gould
Year 3 Lead



Mrs Rey
Year 4 Lead



Mr Noble
Year 5 Lead



Mrs Martin
Year 6 Lead



Daily Routine

08:40	08:55	09:55	10:55	11:15	11:30	12:30	1:30	2:20	3:15
Arrival	Lesson 1	Lesson 2	Assembly	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	Home

- Gates open at 8.30, but children are unsupervised until doors open.
- Doors open at 8.40. Children may enter through classroom doors from 8.40
- Registration at 8.55.
- Children leave from classroom doors at end of the day – 3.15pm
- Please wait in the playground, leaving space for the classes to come out.
- Year 5 will line up by the wall (near the Quiet Area).



Daily Routine

- Children may bring **a fruit snack only** for morning break.
- Strictly **no nuts** at any time as we are a nut-free school. This includes nutella.
- Please notify staff of any medical needs. Epi-pens and asthma pumps should be given to school with instructions on use.
- **Clubs:** children leave directly from classroom and are picked up from main entrance at the end, unless otherwise advised.
- **Breakfast and After School Club:** drop off and collect and main office entrance.
- **Walking home alone:** from the age of 10, children can walk home alone with your permission - please collect a form from the office.
- **Alternative arrangements:** Please write a note in the home-contact book or email the office if someone else is picking up your child, including other parents.



Communication

- Home/school contact books checked daily.
- Emails via office@stlawrence-junior.surrey.sch.uk FAO the teacher.
- Phone calls can be arranged via email.
- End of the day for short conversations and check-ins, but teachers may have meetings or clubs on some days.
- Longer meetings can again be arranged via email.
- Google Classroom / Parent Mail will be used for reminders and messages to the whole class or year group.
- Please share with us any significant events, achievements, worries.
- We will share the same with you.
- Please encourage your child to speak with school staff about issues at school, and ensure they know that we communicate with each other to maintain a positive school/home relationship.



Uniform / PE Kit / Equipment

- Summer uniform may be worn up to October half term, and after Easter.
- **Winter uniform:** blue shirts with school tie, navy jumper or cardigan with logo, navy skirt, navy or grey trousers. Socks should be plain white, grey or navy. Black school shoes (no trainers, no boots).
- **Summer uniform:** summer dresses, shorts, blouses. Top button of collared shirt may be undone; no tie required. Shirt should still be tucked in.
- Hair should be off the face and shoulder length or longer hair tied back (boys and girls). Black or navy hair ties/hair bands only.
- **No earrings or smart watches to be worn on any day.**
- **PE kit:** house colour PE t-shirt, navy blue shorts, navy blue joggers/sweatshirt for winter, trainers.
- **Please name everything!**
- We will provide all stationery for lessons.



Curriculum Web - Autumn 1

These are sent out every half term and via ParentMail

English

Writing to Entertain: Greek myths. Gods, heroes and mythical creatures. Moods, atmosphere and character.

Reading: The Orchard Book of Greek Myths / Who. Let the Gods Out?

Grammar: Recapping word classes. Varying sentence openers by using fronted adverbial phrases for time, place and manner. Using different sentence structures to build tension, suspense and interest for the audience.

Spelling: Year 5, 4 and 3 national curriculum lists and high frequency words misspelled.

RE

Hinduism: Dharma, deities, puja and reincarnation. Similarities and differences between Hinduism and other religions.

Games and PE

Tennis: Develop understanding of the principles of net and wall games, using skills, strategies and tactics to outwit the opposition.

PE: Netball. Footwork and passing. Running, jumping, throwing and catching in isolation and combination.

History

The Ancient Greeks: The geography of Greece, Athens and Sparta. The importance of Greek scientists and philosophers. Greek gods. Ancient Greek armies, Alexander the Great and the Greek Empire.

Science

Materials: Properties of materials, absorptency, thermal insulation, solubility. Asking scientific questions, making predictions and planning an investigation.

Mathematics

Place value: Recognise, order and compare the place value of each digit in numbers up to 1,000,000. Partition and round numbers up to and including 1,000,000.

Number: Add and subtract numbers with more than 4 digits using formal written methods of columnar addition and subtraction. Estimate and use inverse operations to check answers to a calculation. Missing number problems.

Times Tables: continue to practise times tables up to 12 x 12, and related division facts.

PSHE

Being Me in my World: Becoming a team and a school citizen. Rights, responsibilities and democracy. Choosing appropriate behaviour. Working as a group.

Art

Drawing: Exploring mark making for showing depth, emotion and movement

French

Salut Gustave! Greetings and personal information. Talking about others in the 'third person'.



Year 5 Autumn Term One

Trips, key dates and other Reminders

Reminders: PE (outdoors) on Tuesdays and Fridays. Spellings tested on Mondays. Homework pages due on Tuesdays. New homework pages emailed on Wednesdays.

Upcoming Trips: Bhaktivedanta Manor: 4th November.

Computing

Coding: Programming skills, variables and data analysis.

Knowing what it takes to become a 'Super Digital Citizen' and how to interact with others responsibly, online.

Music

Charanga: Living On A Prayer. Exploring the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments.

Flute lessons for Toucans.



PE

- There are two PE sessions per week. See table below for days:

Class	PE Days
Quetzals	Tuesday and Friday
Parrots	Tuesday and Friday
Toucans	Tuesday and Friday



Sports

- In addition to PE lessons and sports clubs, we participate in the following leagues/tournaments:
 - Football - Y5/6 Autumn term
 - Indoor Athletics - Y3/4/5/6 Spring term
 - Cross Country - Y4/5/6 Spring term
 - Swimming - Y4/5/6 Summer term
 - Netball - Y5/6 Spring term
 - Cricket - Y5/6 Summer term
 - District Sports - Y3/4/5/6 Summer term
- See selection policy for information on how teams are selected for different events.

Flexible Grouping

Teaching and learning is matched to the needs of the children to help them make progress and feel included as much as possible.



Homework

Reading	10 mins daily	Monitored daily in school
Spellings	Weekly	Tested on Monday (Tuesday when it's a Bank Holiday)
TTRS	Per week: No scheduled 'tasks' - still encouraged for those that need it.	Non-setting of tasks enables children to target what 'they' need to focus on, as identified by their weekly Speed Tables grid
CGP Maths & English	Weekly pages	Set on a Wednesday Marked on Tuesday



Homework

- CGP homework pages will be emailed on a Wednesday with page numbers.
- Reading should be logged in home-contact book.
- TTRS (app) is online. Paper TTRS available on request.
- Spellings will be sent as a half-termly list. There is no set way to practise these.
- Homework not completed at home will be completed at school e.g. 5 minutes at lunchtime.
- Please let us know via the home-contact book if there are any issues with getting homework done so that we can make reasonable adjustments where necessary.



Reading

- Children have 3 books they can bring home:
 - Stage book (this is assessed and review half termly)
 - Library book (scanned in and out using Junior Librarian system)
 - Class book area book (monitored by class teachers)
- Please read with your child - ask them questions, encourage good expression. It doesn't have to be a school book.
- This includes reading to your child, even though they are in Junior School!
- We also recognise that there's lots to do in a short evening - bedtime stories count towards your reading, and there will be times when the children will read to themselves. A signature to acknowledge is fine - no long comment necessary (but it does need to be signed by an adult).



Reading

- Library visits take place weekly as a class. In addition, each year group has a lunchtime slot where the library is manned by a parent helper.

Class	Library Day
Quetzals	Thursday
Toucans	Friday
Parrots	Friday
Our lunchtime library slot is TBC	

Reading

- Children who read for pleasure are more likely to enjoy learning, succeed at school and achieve good levels of education. They also have higher levels of self-esteem, confidence and problem solving skills than those who do not read frequently. Reading enjoyment is more important for children's educational success than their family's socio-economic status. (OECD, 2002)





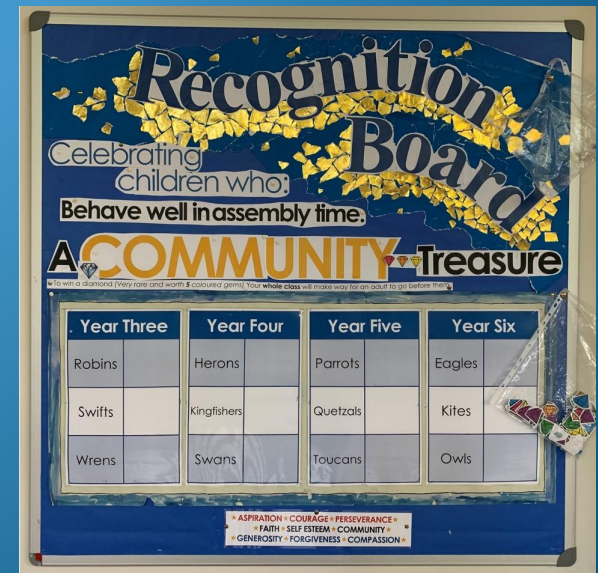
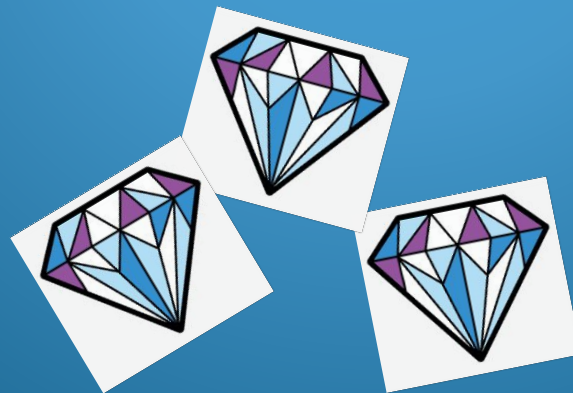
Quality First Behaviour

- We know that good behaviour contributes to good outcomes.
- We use a behaviour system where children are celebrated when they show our school values and expectations, as well as for academic or other success.
- School-wide, in class systems include:
 - Behaviour ladder with individual rewards available
 - Raffle tickets and house points for individuals
 - Whole class/group rewards such as marbles / pom poms in a jar / table points
 - Achievement awards / Headteacher Awards
- Wider school systems include:
 - House points for individuals
 - Gems and diamonds for whole classes
 - Headteacher Lottery / visits to the SLT for praise
 - Top Table



Quality First Behaviour

- Gems can be earned for the whole class either when the whole class is showing the school values, or when individuals / small groups go 'above and beyond'.
- Sometimes we have a whole school target e.g. holding doors open, lining up after break/lunch where diamonds worth 5 gems) can be awarded.
- The winning class at the end of the week are rewarded with time on the activity cube.





Quality First Behaviour

- If behaviour expectations are not being met, a restorative approach is used. This includes:
 - Warnings - verbal and visual (behaviour ladder)
 - Very quick opportunities to 'bring it back' to 'green' behaviour
 - Restorative conversations using reflection card
- Sometimes, if behaviour is significant or repeated, further conversations may be necessary with a member of SLT, beginning with Year Leads and escalating if necessary. You will be informed if this has happened.

 Behaviour Reflection Card	
Name _____	
Class _____	Date _____
What happened and what did I do? _____ _____	
How did I feel? _____ _____	
What could I have done differently? _____ _____	
Which St Lawrence treasure did I not use? ASPIRATION COURAGE PERSEVERANCE FAITH SELF ESTEEM COMMUNITY GENEROSITY FORGIVENESS COMPASSION	
What have I learned? _____ _____	



Assessment

- Formal, summative assessment takes place once per term. We use test papers alongside teacher assessment of work in class for reading; grammar, punctuation and spelling; and maths.
- Writing is assessed using end of year statements for each year group through regular independent writing tasks.
- Foundation subjects are formally assessed at the end of the year.
- Writing is a whole school focus, especially grammar and spelling. Please remind children of even the basic punctuation expectations when writing at home (full stops, capital letters, commas, exclamation marks and question marks).
- Final assessments will be included with the end of year report, including test scores.



Assessment / Support

- At the first parents' evening, we will discuss whether your child appears to be 'on track' so far and will have done a first round formal assessments.
- We regularly assess throughout lessons and units of work.
- Any concerns will be communicated to you.
- Support will be given to those who need it either in class or through small group or 1:1 work outside the classroom.
- More formal or long-term interventions will be communicated to you.
- Access arrangements e.g. extra time, readers, scribes, rest breaks will be used both in lessons and in formal assessments for those who require them.
- Support staff will be used across year groups or phases to support children. Particular adults have strengths in different areas e.g. Speech and Language, ELSA, literacy difficulties.



Trips

- **Bhakhtivedanta Manor - 4th November 2026**
- **Science Sleepover - 21st May 2027**
- **Butser Ancient Farm - TBC**



Parent Helpers

- We require parent helpers for the following:
 - Academic mentoring
 - Reading with children once per week
 - Manning the library once per week
 - Accompanying swimming lessons (10 weeks across a term - any year group can help!)
 - Accompanying trips (as and when you can support)
 - Helping with other 'special' activities e.g. in-school art/DT projects
 - Helping at teacher-led clubs after school (10 week block - if you have a particular passion or skill for a sport please let us know!)
 - Accompanying / helping at sports fixtures (across a term per year - we play in football, netball and cricket leagues as well as athletics)
 - Please contact the office who can arrange a DBS check for the above.
 - If there isn't already one, please nominate a class rep! Let us know who you are.
 - You are all members of the PTA. Please get involved!



Key Dates

Bhakhtivedanta Manor	4th November
Year 5 Forest School	9th / 10th / 11th November
Quetzals Class Assembly	13th November
Parents Evening	17th and 18th November
Carol Service in church (am)	Fri 18th December
Toucans Class Assembly	29th January
Parents Evening	23rd and 24th March
Parrots Class Assembly	7th May
Science Sleepover	21st May
Sports Day	Weds 16th June or Tues 22th June
Transition Day	30th June
INSETs	4th Jan & 26th/27th/28th July
Butser Ancient Farm	**Date TBC**



Voluntary Donations

St Lawrence is a '**VA school**'.

It means 'voluntary aided'. We're state maintained, but have to pay **10% of capital costs**.

We meet those payments through the **Governors' Fund** via voluntary contributions to the school.

We would love to continue to develop our provision and facilities while your child is at St Lawrence.

We're asking you to consider making a monthly contribution **if you have the financial capacity to do so**.

Payments can be made via ParentMail or standing order.

Staff computers that are windows 11 compatible **(October 2025)**



External access to a disabled toilet that compliments our MUGA hire **(May 2026)**



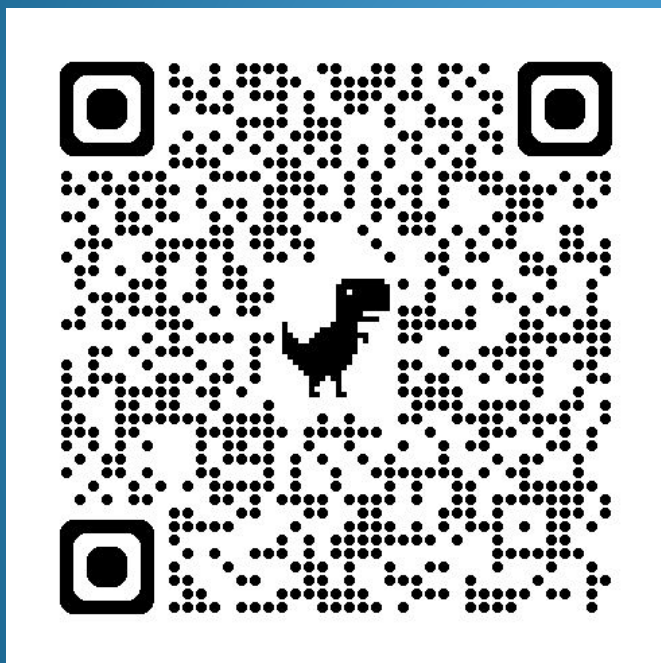
External access to a disabled toilet that compliments our MUGA hire **(May 2026)**



Thank you



Governors Fund contribution



Academic Mentor form

