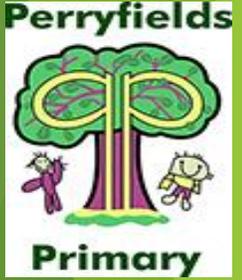
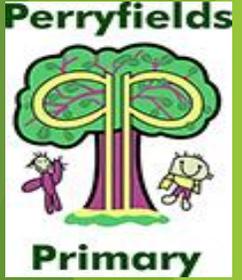


Welcome to Perryfields Primary School.



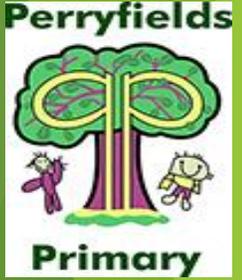
▶ Growing and Learning Together



Introduction to our Senior Leadership Team

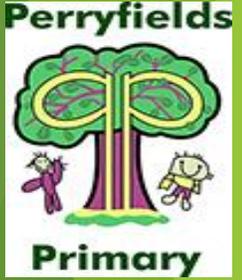
- ▶ Head teacher Mrs Jones
- ▶ Deputy Head Mr Spittle
- ▶ Inclusions Manager Mrs Jinks
- ▶ Early Years Lead Mrs Rudge
- ▶ English Lead Mr Billings
- ▶ Maths Lead Mrs Houghton
- ▶ Teaching & Learning Mrs Bates
- ▶ Support Staff Lead Mrs Jinks
- ▶ Family Link Mrs Bryan/Miss Maskell
- ▶ Please see our school website for all staff names and subject responsibilities.
- ▶ Any concerns about your child please arrange to speak to or meet your class teacher first.

Our School Governors



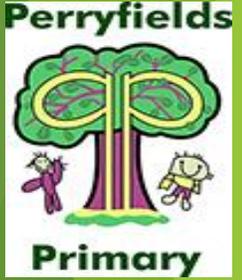
- ▶ We have a very committed group of Governors who work hard to support Perryfields.
- ▶ Parent Governor vacancies do arise from time to time. If you ever interested, in becoming a Governor please speak to Mrs Jones or Mr Spittle.
- ▶ Our current Chair of Governors is Reverend Matt Nott
- ▶ Our current Vice-Chair of Governors is James Beckingham

Contact Details



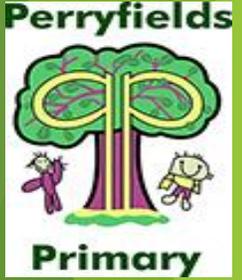
- ▶ At the beginning of every new school year we send home paper copies of the Contact Forms that we hold securely in school. This includes all the important information that we hold on SIMS including addresses, telephone numbers, medical information etc
- ▶ It is vital that you check the accuracy of the information and return it to school without delay.
- ▶ If we have no updated contact details for your child this means that in the event of any real emergency, we have no means of contacting you.

Consent for Photographs



- ▶ With the changes to the Data Protection Act 2018 (GDPR) we need to have your consent to take your child's photograph.
- ▶ As part of our evidence for learning, staff in school take photographs of individual children and groups which are then placed in exercise books. We do not use these pictures elsewhere unless we have your full consent to do so.
- ▶ With this in mind we have clarified the consent sought for photographs so that parents/carers are fully informed.
- ▶ Please make sure that you read the Consent for Photographs letter when it is sent out in September and return it as soon as possible.

Our PTFA



- ▶ Over the last few years we have tried to encourage and engage with parents in order of restarting our PTFA. In the past the PTFA have organised a range of events to raise much need funds to improve the quality of our school environment and resources.
- ▶ If you would be interested and could spare some time we would love to hear from you. We really need your help and support if the PTFA is to develop, grow and continue. If you are interested please contact Mr Spittle.
- ▶ Thanking you in advance.

Class Charts

Positively Promoting Learning

Class Charts is used to monitor the learning behaviours of pupils. It instantly reinforces the choices that pupils make, recognising both positive and negative behaviours that have been displayed in school.

Parents are invited to engage with Class Charts so that, as soon as a point has been issued, they are notified, enabling them to have a supportive conversation about their child's positive achievements or negative behaviours.

Positive Learning Behaviour Points endorse the School Values. As a guide:

1 Point	Good work - On task - Classroom Expectations - Collaboration - Good Listening - Homework - Managing distractions - Prepared for the day - Right place, right time - Good progress
2 Points	Kindness - Caring - Good Manners - Helpful - Respecting our environment - Positive engagement in lessons
3 Points	Courage - Perseverance - Positive attitude

Class Charts

Positively Promoting Learning

Rewarding Positive Learning Behaviour Points

Positive Behaviour Points accrue to allow pupils to choose treats and rewards from the Class Charts Shop.

The School Council is encouraged to develop the system of rewards and they will review it termly to include any new ideas and incentives that have been recommended by their peers.

Praise Assembly

All the efforts and achievements of its pupils, both in and out of school, are recognised during Praise Assembly every week.

End of Term Assembly

Pupils who have consistently made good choices are recognised in assembly and presented with a certificate.

Class Charts

Positively Promoting Learning

Supporting Behaviour Recovery

All behaviour choices are recorded on Class Charts, offering an opportunity for pupils to develop independence to make right choices, encouraging change if needed. This is achieved through a recovery process.

STEP 1	<i>Before a negative behaviour point is allocated, staff will address pupils and always give one opportunity for them to put things right and show responsibility.</i>
STEP 2	<i>If the negative behaviour continues after a member staff has given warning, this is viewed as disrespectful and a negative behaviour point will be allocated on Class Charts.</i>
STEP 3	<i>When a negative behaviour point is allocated on Class Charts, pupils are given a final opportunity to recover by showing resilience and responsibility, noticeably turning their behaviour around. This can mean that the negative behaviour point might be deleted by the end of the day. However, this does depend upon the severity of the behaviour, measured by its point weighting.</i>

Class Charts

Positively Promoting Learning

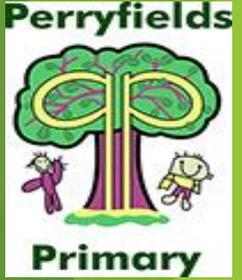
Negative Behaviour Points

Depending upon the severity of the negative behaviour, a **lunchtime detention** will be , which are supervised by the Senior Leadership Team, who give pupils an opportunity to reflect upon their behaviour. It is likely that a lunchtime detention will be given to behaviours that score 2 or 3 negative points.

Class Charts notifies parents and the Senior Leadership Team in real time. Such monitoring enables parents and school to determine whether additional support is needed for a pupil experiencing continuing negative behaviours.

Unacceptable Behaviours

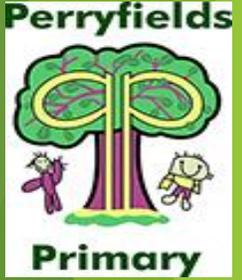
If a behaviour is determined as unacceptable, Class Charts sanctions may need to be bypassed and a fixed term exclusion or permanent exclusion may be appropriate. Please refer to the Behaviour and Discipline Policy (published on the school website) for full guidance.



Our School Website and Class Blogs

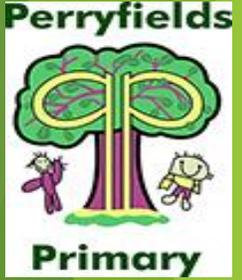
- ▶ The school website promotes everything Perryfields. Here you will find important information. Everything from newsletters, policies, procedures, calendar dates, trip information, lunch menu's and a lot more. Please take the time to take a look.
- ▶ Class Blogs
- ▶ Each class has a 'Class Blog' on the website, which provides lots of curriculum information, homework, daily lessons, photographs and a lot more. Please take a look and feel free to add a comment. If you want to know what your child has been learning, the best place to visit, is their Class Blog.

On-line Safety



- ▶ This is a real priority - particularly as we are often faced with incidents that could potentially place children at risk.
- ▶ In the meantime please take a look at the on-line safety leaflet on the website for information. Please take time to watch the links as they are very informative.
- ▶ The best advice is to always be the POS (parent over shoulder) so that you are fully aware of your child's online activity. From experience most of the incidents have occurred when the child has been left to access their devices when not in the presence of a parent/carer./

Social Networks

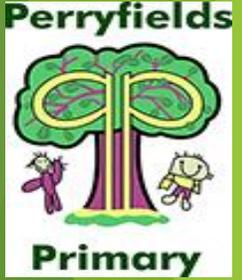


- ▶ Children attending Perryfields Primary should not have access to Facebook, Instagram, Tik Tok or other similar sites. The minimum age is 13 years old.
- ▶ We also ask that parents/carers refrain from using social networking sites to share any school-related concerns/issues. We have excellent lines of communication which are available to all parents/carers. Please make use of them to keep us informed of any issues that might be concerning you.

Attendance and Punctuality - we need your help and support!

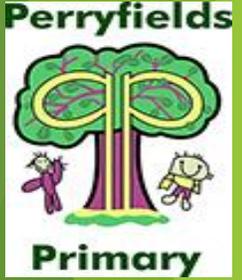
- ▶ Our attendance target is 96% which takes into account the fact that pupils are occasionally ill.
- ▶ However, there is a growing number of pupils who are not brought to school by parents on a regular basis and therefore the children have poor attendance. We need you to work with us to improve our attendance overall.
- ▶ Please note that holiday leave during school term is generally not authorised unless there are exceptional circumstances. Sadly we have a growing number of parents who feign illness to avoid being issued a penalty notice for taking unauthorised holiday during term time. Please be honest from the start as the children do like to talk about their experiences. If we have reason to believe that this is the case, the absence will not be authorised.
- ▶ Punctuality is also very important to ensure the best possible start to the day. Being **late** for school reduces learning time and if your child is 5 minutes **late** every day they will miss three days of learning each year. An average **attendance** of 80% or less across a child's school career adds up to missing a whole 2 years from school..

Year group expectations



- ▶ Ordinarily (pre COVID19) we would at this point be sharing the objectives for Year 5 However, since the children has missed HALF of the current academic year we will need to continue their learning from the point at which formal schooling stopped.
- ▶ We fully appreciate all the sup[port that parents have given their child through home schooling but are aware that not all experience will have been the same for all children.
- ▶ With this in mind, upon return in September, we will assess your child's emotional needs as well as their academic aiming to address any gaps in their learning. This will require the teachers to plan and deliver lessons based not only the current learning objectives but also the previous.

Knowledge Rich Curriculum (KRC)



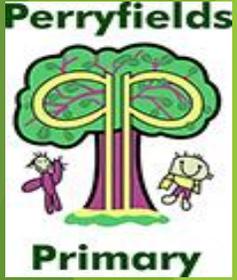
- ▶ The basic principles of our KRC are:
- ▶ 1. Learning is a change to long-term memory. To support this we at Perryfields enable pupils to retrieve and practice key facts and make links to previous learning and knowledge.
- ▶ 2. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge.

Knowledge Rich Curriculum (KRC)

Curriculum drivers shape our curriculum breadth.

- ▶ They are derived from on-going research, an exploration of the backgrounds of our pupils, our beliefs about high quality education and our values.
- ▶ They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities.
- ▶ Our drivers are:
 - ▶ Vocabulary Enrichment (supported through reading and KRC(Theme))
 - ▶ Building Learning Power (BLP)
 - ▶ Community Links/Experiences/Opportunities

Year 5 Expectations



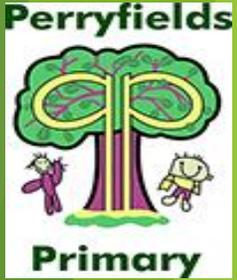
Children are expected to organise themselves.

- P.E kit should be in school at all times.
- Reading record and reading book should be taken home and brought into school everyday.
- Children can bring in their own pencil cases (if it is causing them distractions, it will be sent home).

- Children will always have a task to do in the morning. They come in to class, organise themselves for the day and start the task.
- Drinks/snacks/toilet happen at break and lunchtime, not when they feel like it.
- Brain break isn't compulsory; so this may not happen everyday.
- Children are expected to stay seated when on task.
- Reward ladder: bronze (by the end of the day) = 1 hp, silver = 2 hp, gold = 3 hp, Stars = prize
- Consequences: verbal warning, parking, parking again, aqua, internal exclusion.

Reading

- ▶ Read a wide range of fiction, non-fiction, poetry, plays and reference books
- ▶ Make comparisons between different books, or parts of the same book
- ▶ Discuss understanding of texts, including exploring the meaning of words in context
- ▶ Ask questions to improve understanding of texts
- ▶ Summarise ideas drawn from more than one paragraph, identifying key details
- ▶ Predict future events from details either written in a text or by 'reading between the lines'
- Identify how language, structure and presentation contribute to meaning
- Discuss how authors use language
- Understand figurative language (similes, metaphors and personification)
- Make book recommendations, giving reasons for choices
- Participate in discussions about books, building on and challenging ideas
- Explain and discuss understanding of reading.
- Helping your child – reading at least 10 minutes every day.



Reading - Supporting your child

- Ensure your child reads every day for at least 10 minutes (longer if possible!). They should be reading age appropriate fiction and non-fiction texts.
- Try to make time to read with your child. Discuss the book together and ask them questions about the characters, plot and setting. Develop their vocabulary repertoire by explaining and looking up in a dictionary unfamiliar words.
- Reading regularly is the way to improve reading/writing/spelling. Being able to read fluently and confidently will enable your child to access the curriculum both at primary and secondary school.

Writing - grammar, punctuation and spelling

Making nouns plural (raspberries, countries, monkeys, donkeys, volcanoes, potatoes, igloos, cacti)

i before e except after c when it rhymes with me (piece, believe, received, ceiling, deceit, neighbour, weight)

doubling the final consonant (swimming, beginning, hopping)

adding prefixes (negative prefixes such as dis, mis, il, in, im, ir etc..)

adding suffixes (ing, ious, tion, sion, ssion, ly, ful, ent, ence, ant, ance, ible, able, less, ment, ial)

unstressed vowels (different, temperature, parliament, interesting)

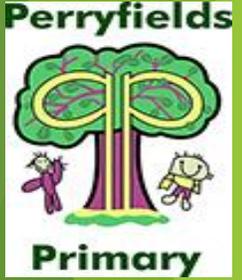
silent letters (vehicle, knock, column, autumn, guarantee)

homophones (aloud and allowed, prey and pray, weather and whether)

Learn spellings from Y5/6 list

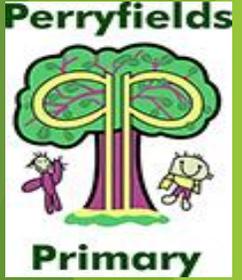
Use a dictionary to check spelling and meaning

Writing - Punctuation



- ▶ full stop .
- ▶ question mark ?
- ▶ exclamation mark !
- ▶ inverted commas “ ”
- ▶ comma ,
- ▶ apostrophe ’
- ▶ ellipsis ...
- brackets ()
- semi-colon ;
- colon :
- hyphen -
- dash -
- bullet points

Writing - Punctuation



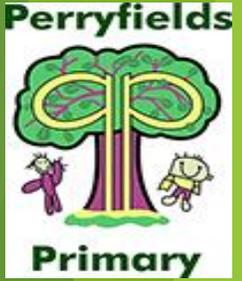
How to use **brackets**, **dashes** or **commas** to indicate parenthesis (pairs of dashes, commas and brackets) to add extra information, explain a word or express an opinion. When the parenthesis is removed, the sentence still makes sense.

All carnivores - meat eaters - have extremely sharp teeth.

Cats (though I don't think it is true) have nine lives.

Jamie Oliver, a well-known celebrity chef, has four children.

Writing



How to link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as ...on the other hand, in contrast or as a consequence), and **ellipsis**...

How to use layout devices (e.g. headings, subheadings, columns, bullet points or tables to structure text).

By the end of Year 5 most children should know...
How to use relative clauses beginning with who,
which, where, when, whose and that.

We spoke to the man whose house was struck by
lightning.

The table which is made from oak is now black with
age.

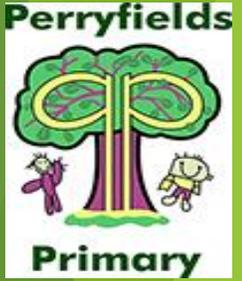
Sam, who was nine years old, loved to play tennis.

How to indicate degrees of possibility using adverbs (e.g. perhaps, surely, possibly, maybe) or modal verbs (e.g. might, may, should, shall, will, must).

We **must** take some sun cream to the beach. There **may** be a storm tonight. The hero **might** save the villagers from the fearsome dragon.

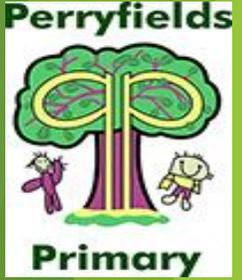
How to link ideas across paragraphs using adverbials of time (e.g. finally, eventually, later, before, then, after a while, meanwhile) and place (e.g. nearby, far away, behind)

Maths



During the years of upper Key Stage 2 (Year 5 and Year 6), children use their knowledge of number bonds and multiplication tables to tackle more complex problems, including larger multiplication and division, and meeting new material. In Year 5, this includes more work on calculations with fractions and decimals, and using considerably larger numbers than previously.

Maths



Number and Place Value

- Recognise and use the place value of digits in numbers up to 1 million (1,000,000)
 - Use negative numbers, including in contexts such as temperature
- Round any number to the nearest 10, 100, 1,000, 10,000 or 100,000
- Read Roman numerals, including years

Calculations

- Carry out addition and subtraction with numbers larger than four digits
- Use rounding to estimate calculations and check answers are of a reasonable size
- Find factors of multiples of numbers, including finding common factors of two numbers
- Know the prime numbers up to 19 by heart, and find primes up to 100
- Use the standard methods of long multiplication and short division
- Multiply and divide numbers mentally by 10, 100 or 1,000
- Recognise and use square numbers and cube numbers

Fractions and Decimals

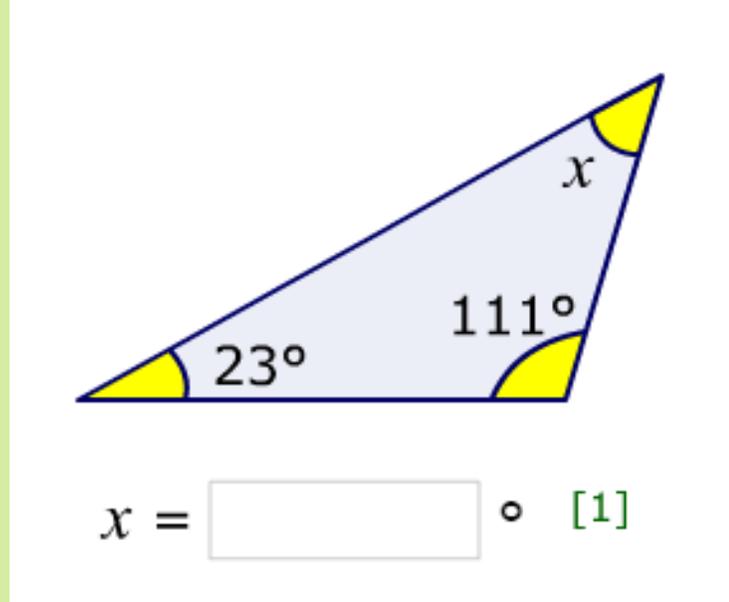
- Put fractions with the same denominator into size order, for example recognising that $\frac{3}{5}$ is larger than $\frac{2}{5}$
- Find equivalents of common fractions
- Convert between improper fractions and mixed numbers, for example recognising that $\frac{5}{4}$ is equal to $1 \frac{1}{4}$
 - Add and subtract simple fractions with related denominators, for example $\frac{2}{3} + \frac{1}{6} = \frac{5}{6}$
- Convert decimals to fractions, for example converting 0.71 to $\frac{71}{100}$
- Round decimals to the nearest tenth
- Put decimals with up to three decimal places into size order
- Begin to use the % symbol to relate to the 'number of parts per hundred'

Measurements

- Convert between metric units, such as centimetres to metres or grams to kilograms
- Use common approximate equivalences for imperial measures, such as $2.5\text{cm} \approx 1\text{ inch}$
- Calculate the area of rectangles using square centimetres or square metres
- Calculate the area of shapes made up of rectangles
- Estimate volume (in cm^3) and capacity (in ml)

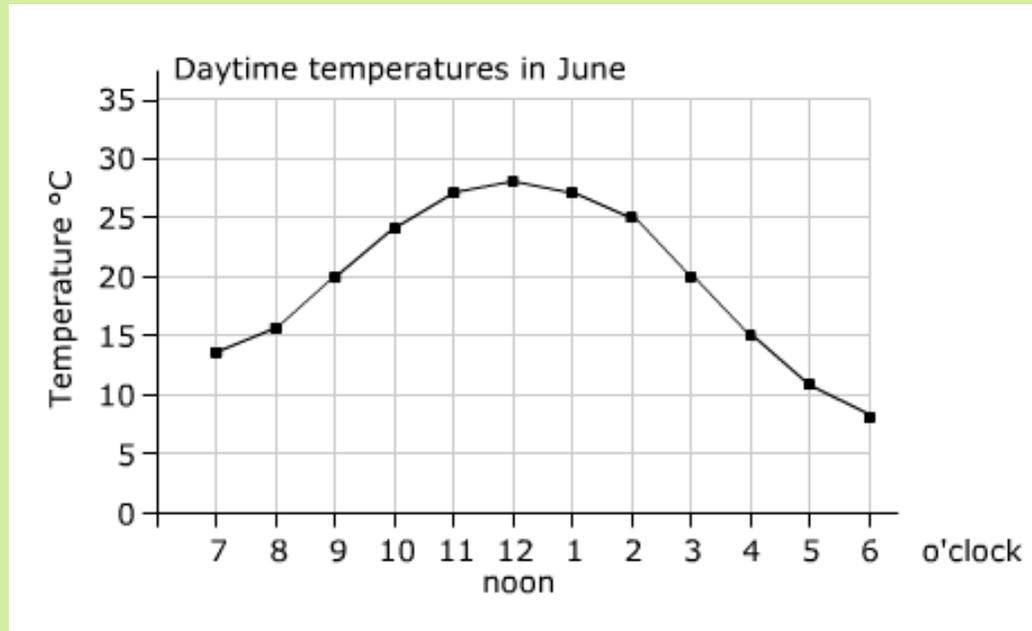
Shape and Position

- Estimate and compare angles, and measure them to the nearest degree
 - Know that angles on a straight line add up to 180° , and angles around a point add up to 360°
- Use reflection and translation to change the position of a shape

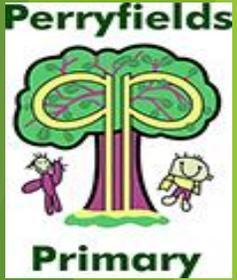


Graphs and Data

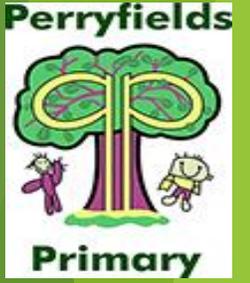
- Read and understand information presented in tables, including timetables
- Solve problems by finding information from a line graph



Maths - How to help at home



Much of the knowledge in Year 5 relies on number facts being easily recalled. For example, to find common factors or to make simple conversions, knowledge of multiplication tables is essential. Any practice at home to keep these skills sharp will certainly be appreciated by your child's class teacher! Children need to apply times table knowledge to division, fractions, decimals, percentages and related multiplication problems.



Year group to add slides

