

Welcome to the new year!

 **Fox**Federation

# Headteacher's Message

Please ensure you've watched the Headteacher's message sent out last Friday, or read the presentation. As it includes important information on:

- Times of Day
- Uniform Expectations
- Safeguarding
- School Successes
- School Priorities
- KIFF
- Whole School Events
- Communication Channels
- How to raise concerns and who to
- The Senior Leadership Team
- Behaviour policy
- Before and after school provision
- Mental Health Provision
- Key reminders from the office

# Meet the Teacher 2023-24

 **Fox**Federation

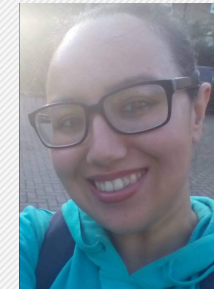


# Overview of Meet the Teacher

- The Teaching Team
- Timetable
- Curriculum and Home learning
- Routines
- Behaviour Policy
- School Journey – PGL
- First trip: Sikh Gudwara – 5A 26<sup>th</sup> September 5T 28<sup>th</sup> September

# Year 5 Teaching Team

|                     |   |
|---------------------|---|
| Class Teacher       | <b>Miss Clarke, Mr Clifton</b>  |
| Teaching Assistants | <b>Ms Griffiths (5A) Ms Topffer (5A/T)<br/>Mr Alborough (5T) Ms Barnaoui (5A/T)<br/>Ms Isin (Student Teacher 5A)</b>    |
| Senior Teachers     | <b>Year Group Lead - Mr Marsh<br/>SENco - Ms Daultrey / Ms Holt-Green</b>   |
| Specialist Teachers | <b>Mr Millet, Mr Fernandez: PE<br/>Ms Flegg: Art<br/>Mr Linkens: Music<br/>Ms Drake: Spanish<br/>Ms Whitford: Dance</b> |



# Timetable

| 5A                             | 8:45 - 9:00      | 9:00 – 10:10 |          | 10:10-10:25 | 10:25 – 11:30 | 11:30 - 11:40 | 11:40-12:45   |     | 12:45 – 1:30 | 1:30 -3:30 |                  |                           |
|--------------------------------|------------------|--------------|----------|-------------|---------------|---------------|---------------|-----|--------------|------------|------------------|---------------------------|
| MONDAY                         | Mastering Number | English      |          | B           | Maths         | F             | Spelling      | GR  | L            | PE         | Grammar          | Handwriting/ Class Reader |
| TUESDAY<br>Year 5 Team meeting | English          |              | Assembly | R           | Maths         | R             | GR            | MFL | U            | Music      | Mastering Number | Geography                 |
| WEDNESDAY<br>Phase Meeting     | Mastering Number | English      |          | E           | Maths         | U             | Spelling      | GR  | N            | PE         | PSHE             | Class Reader              |
| THURSDAY                       | Mastering Number | English      |          | A           | Maths         | I             | Class Reading | GR  | C            | Science    | Handwriting      | Class Reader              |
| FRIDAY                         | RE               | Computing    | K        | English     | T             | Maths         |               | H   | Assembly     |            |                  |                           |



# Curriculum Overview

## YEAR 5 CURRICULUM OVERVIEW

|         | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|---------|--|--|--|---|---|--|
| English | How To Train Your Dragon<br>Setting Description,<br>Character Description,<br>Diary Entry and<br>Persuasive Letter | History Essay:<br>'Why were the<br>Vikings so<br>successful?'<br><br>Wild Cats<br>Non-<br>Chronological<br>Report<br><br>Stormbreaker<br>Spy Story | Oliver Twist<br>Narrative<br><br>Light<br>Science Experiment<br><br>Titanic<br>Journalistic Report | The Great<br>Exhibition<br>Journalistic Report<br><br>The Highwayman<br>Narrative       | No Ballet Shoes in<br>Syria<br>Written Interview<br><br>The Viewer<br>Picture Book<br>Narrative and Diary | Macbeth<br>Visual Literacy<br>Narrative<br><br>Discursive<br>Geography Essay:<br>How do the<br>physical features of<br>volcanoes and<br>mountains affect<br>the human features<br>of their<br>surrounding areas?<br><br>Kirikou<br>Narrative |
| Maths   | Decimal fractions<br><br>Money   | Negative<br>numbers<br><br>Short<br>multiplication<br>and short<br>division  | Area and scaling<br><br>Calculating with<br>decimal fractions                                      | Calculating with<br>decimal fractions<br>(cont)<br><br>Factors, multiples<br>and primes | Fractions   | Fractions (cont)<br>Converting units<br>Angles   |

# Curriculum Overview

|            |  |   |  |   |   |   |
|------------|--|---|--|---|---|---|
| Humanities | The Vikings and Anglo Saxon struggle for the Kingdom of England                                      | Spatial Sense   | The Victorians   |   | Earthquakes, Volcanoes and Mountains                                      |   |
| Science    | Properties and changes of materials - Separating Materials and their Non-Reversible Changes of State | The Body and life processes   |  | The Solar System  | How light works   |   |
| Computing  | E-safety Swgfl Scheme  | Coding  | Spreadsheets   | Databases   | Game Creator  | 3D Modelling & Concept Maps   |
| RE         | Sikhism Identity<br>How do Sikhs express their beliefs in practise?                                  | Sikhism Authority<br>Why are religious leaders important?<br>Story of Guru Nanak. | Multi-faith Religion and the individual: Why are sacred texts important? What is expected of a person in following a religion or belief? How do people show their religious commitments? | Multi-faith Interpretation<br>What is the bible and why is it important? What is the Torah and why is it important? | Buddhism Suffering Enlightenment<br>What rules do Buddhist people follow? | Buddhism<br>The journey of life and death: Why are some occasions sacred to the believers? What do people think about life after death? |



# Curriculum Overview

|        |   |   |  |   |   |  |
|--------|---|---|--|---|---|--|
| PSHE   | <b>Key Themes:</b> <ul style="list-style-type: none"> <li>- School rules and behaviour expectations</li> <li>- Pupil Council</li> <li>- Responsibility (The Big Think)</li> <li>- Emotions and Zones of Regulations</li> <li>- Anti Racism</li> </ul> | <b>Key Themes:</b> <ul style="list-style-type: none"> <li>- Anti Racism</li> <li>- Remembrance</li> <li>- Responsibility (The Big Think)</li> <li>- Anti Bullying Week</li> <li>- Road Safety Week</li> </ul> | <b>Key Themes:</b> <ul style="list-style-type: none"> <li>- Peace (The Big Think)</li> <li>- Drugs Education: Legal and illegal substances</li> <li>- Children's Mental Health Week</li> </ul> | <b>Key Themes:</b> <ul style="list-style-type: none"> <li>- Keeping safe (PANTS NSPCC)</li> <li>- Truth (The Big Think)</li> <li>- Our bodies including puberty</li> <li>- Hygiene</li> <li>- Consent and Boundaries</li> </ul> | <b>Key Themes:</b> <ul style="list-style-type: none"> <li>- Love (The Big Think)</li> </ul> | <b>Key Themes:</b> <ul style="list-style-type: none"> <li>- Community (The Big Think)</li> </ul> |
| Art/DT | Food Technology   | Themed Unit: Art in the City  | Electrical Systems   | Investigating Materials: Mod rock, wire   | Structures  | Drawing: Renaissance Italy   |
| Music  | Glockenspiel 4<br>BHM - Soweto Kinch<br>Jazz workshop   | Percussion and Rhythm 1<br><br>Christmas Production   | Exploring Classical Music 2  | Exploring Musical Notation  | Exploring Pop Music 1   | Music Around the World 2   |
| PE     | Tag Rugby<br>Offensive/Defensive Play<br>Passing dexterity<br>Time trial test   | Hockey<br>Reverse stick dribbling<br>Confident passing & shooting<br>Time trial test  | Football<br>Dribbling in match play<br>Ball Juggling<br>Time trial test  | Handball<br>multi-ball juggling, intense activities, mini match-play  | Cricket<br>Batting, bowling, Throwing & Fielding<br>mini match-play                         | Basketball<br>Multi-ball tricks & skills<br>Shooting games<br>Match play<br>Time trial test      |
| MFL    | The planets<br>Poetry - El Sistema solar<br>International week focus country: Argentina   |   | Weather<br>Poetry - La primavera<br>Clothing<br>Artist: Salvador Dali  |   | Ordering food<br>Hobbies<br>Festival: La Tomatina   |  |

# School Website

## Parent Workshops

- [+ Reception](#)
- [+ Meet the teacher](#)
- [+ Handwriting](#)
- [+ Mathematics / Numeracy](#)
- [+ English](#)
- [+ Phonics - Essential Letters and Sounds](#)
- [+ Online safety](#)
- [+ Massage Workshop](#)
- [+ Health Advice](#)
- [+ Mindfulness](#)
- [+ Other](#)

## Knowledge Organisers – Fox Federation

[Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#) [Year 5](#) [Year 6](#) [School](#)

- Maths
  - [Year 6](#)
- Science
  - [Forces](#) | [Electricity](#) | [Evolution adaptation and life cycle of animals](#) | [Evolution adaptation and life cycle of plants](#)
- History
  - [Early Islamic civilisation](#) | [Windrush](#)
- Geography
  - [Polar regions and climate change](#)
- RE
  - [Judaism](#) | [Jesus as a leader](#) | [Christianity Creation Story](#)
- Art
  - [Albert Bridge](#) | [Grayson Perry](#) | [Olympia](#) | [Portraiture](#) | [Trellick Tower](#)
- Computing

# Maths - support your child at home

## Parent Workshops

- + Reception >
- + Meet the teacher >
- + Handwriting >
- + Mathematics / Numeracy >
- + English >
- + Phonics - Essential Letters and Sounds >
- + Online safety >
- + Massage Workshop >
- + Health Advice >
- + Mindfulness >
- + Other >

### Supporting maths at home

#### Useful online resources:

- Sumdog
- Nrich Maths - Can locate challenges appropriate for 7-11 years  
<https://nrich.maths.org/9084>
- Top Marks Maths Games -  
<https://www.topmarks.co.uk/Search.aspx?Subject=16>
- J2 Blast  
<https://www.j2e.com/j2blast>
- You cubed  
<https://www.youcubed.org/tasks/>
- Maths Seeds  
<https://mathseeds.co.uk/>

#### Suggested games and resources:

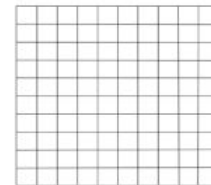
- Any boardgame game including numbers or counting
- Uno (used as timestable factors to make their product)



- Games Ideas on Youcubed (e.g four in a row products,

|              |              |
|--------------|--------------|
| 36           |              |
| $9 \times 4$ | $4 \times 9$ |

How Close to 100?



1. \_\_\_\_\_ 7. \_\_\_\_\_  
2. \_\_\_\_\_ 8. \_\_\_\_\_  
3. \_\_\_\_\_ 9. \_\_\_\_\_  
4. \_\_\_\_\_ 10. \_\_\_\_\_  
5. \_\_\_\_\_ 11. \_\_\_\_\_

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 81 | 16 | 63 | 12 | 45 | 8  | 27 | 4  |
| 32 | 65 | 24 | 49 | 36 | 35 | 0  | 21 |
| 72 | 24 | 18 | 40 | 32 | 24 | 6  | 56 |
| 40 | 54 | 30 | 42 | 20 | 30 | 10 | 18 |
| 45 | 48 | 35 | 36 | 25 | 24 | 15 | 12 |
| 64 | 27 | 48 | 21 | 32 | 15 | 16 | 9  |
| 36 | 56 | 28 | 42 | 20 | 20 | 12 | 14 |
| 72 | 18 | 54 | 14 | 36 | 10 | 18 | 6  |

1 2 3 4 5 6 7 8 9

### Maths based books:

<https://nrich.maths.org/14113>

<https://nrich.maths.org/14116>

<https://nrich.maths.org/14119>



### How can you support maths at home?

#### Calculating - Opportunities to discuss multiplication and division facts

- Laying the table - "We each have a knife, a fork and a spoon, but \_\_\_\_ is also coming to dinner, how many pieces of cutlery will now be on the table?"
- Corresponding division facts to multiplication tables.... "There are 4 biscuits - you and share them equally/halve them - how many will we get each?"
- Play games which include numbers (card games, memory games like pairs, board games etc.)
- Shoes (other things in pairs) to develop two times tables - "There are 6 pairs of shoes, how many shoes are there altogether?"
- Can also do this for things in other times tables.... "There are 6 people in this room how many fingers are there altogether?"
- Monthly calendar - how many days are left in this month? How many days are left until \_\_\_\_'s birthday?

#### Geometry:

- Look for shapes in the home, name them, compare their properties, "I know that's a rectangle because it has two pairs of equal sides".
- Discuss weight/mass through cooking and baking.
- Helping to measure things, family member's heights, discussing whether it would more appropriate to measure things in mm, cm, metres, km
- Talk about positioning/orientation of objects - under, over, on top of, below, next to, opposite to, behind, left to, right to etc. and playing games like Battleships so children have to use positional language.
- Have a monthly calendar to cross off days, discuss today's date.

### How can you support maths in the environment (walking home, in the park and in the shops?

- So we saw 2 red cars and 3 blue cars. "What percentage of the the cars were blue?"
- "I see four buses, how many wheels are there on those buses altogether?"
- "There are 8 cars parked there. If a quarter of them leave, how many will be left?"
- In shops, show children money, how you are paying. "If I pay with this, how much change will I get?".... "If I paid for this using only 20 pence pieces, how many coins would I need?"



# History knowledge organiser example

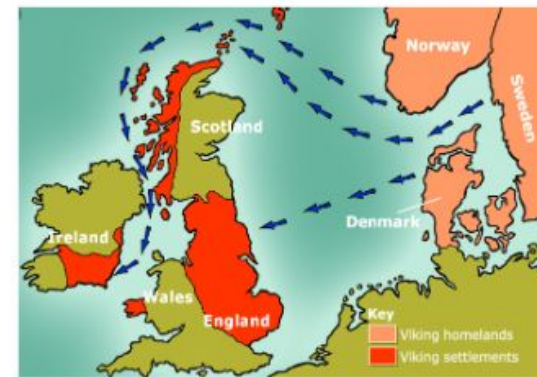
| Key Vocabulary | Definition  |
|----------------|---|
| Viking         | Were also called Norsemen. They came from Scandinavia (Sweden, Denmark and Norway) and spoke Norse. The word Viking means 'pirate raid' in old Norse. |
| Danelaw        | The Land ruled by Vikings in Britain from 865-954.  |
| Monarchy       | Form of government that has a single person as a head of state ( <b>monarch</b> ). They use titles like king, queen, emperor or empress.              |
| Longship       | A type of Viking boat. Could travel in shallow water as such they could be dragged onto shores and upstream rivers.                                   |
| Invade         | Enter or disturb without being asked or wanted.   |
| Settle         | Start living in a place permanently   |



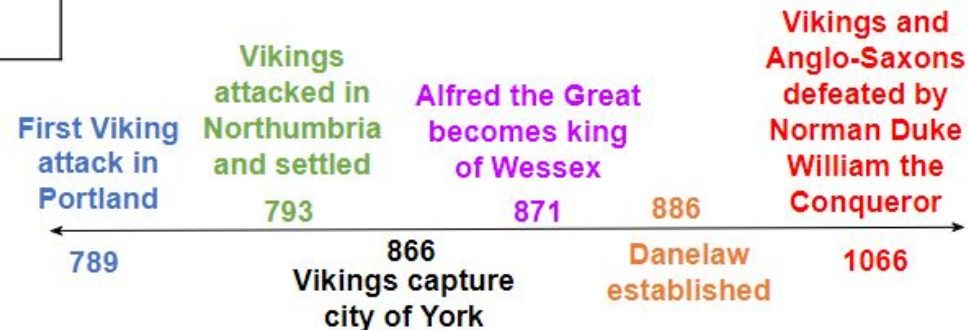
Alfred the Great

- King of Wessex 871-899
- Established Danelaw with Danish Warlord Guthrum in 886.
- Only monarch in English history to have the title 'the Great'.

Viking Settlements in the United Kingdom (789-1066)



Danelaw (865-954)



# Recommended Reading list

## Year 5 Recommended Reading List

### Recommended authors

- Katherine Rundell  
*Rooftoppers, The Explorer*
- Elizabeth Laird  
*The Fastest Boy in the World, Oranges In No Man's Land*
- Kate Di Camillo - *The Tale of Despereaux, The Miraculous Journey of Edward Tulane*
- Morris Gleitzman  
*Once, Then, Now*

### Recommended books

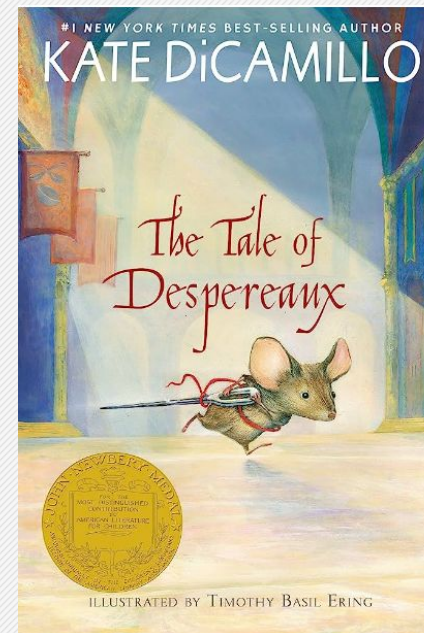
- Catherine Bruton – *No Ballet Shoes in Syria*
- Berlie Doherty - *Street Child*
- Adam Kay - *Kay's Anatomy*
- Kelly Yang - *Front Desk*
- Abi Elphinstone - *Rumble Star*
- Lauren Child – *Ruby Redford*
- M.G.Leonard – *Beetle Boy*
- Cath Howe – *Ella on the Outside*
- Roald Dahl – *Boy*
- Sharna Jackson - *Mic Drop - A High Rise Mystery*
- Shaun Tan – *The Lost Thing* (picture book)
- Eva Ibbotson – *The Secret of Platform 13*
- Kate Di Camillo – *The Magician's Elephant*
- Polly Ho-Yen – *Boy in the Tower*
- Aoife Dooley - *Frankie's World*
- Roger McGough – *Happy Poems* (poetry)
- Steve Mould – *The Bacteria Book* (non-fiction)
- Ross Mackenzie – *The Nowhere Emporium*

### Recommended series

- Science Comics
- Anthony Horowitz – *Alex Rider series, Stormbreaker*
- Peter Bunzl – *Cogheart series, Cogheart, Moonlocket, Sky Circus*
- Joe Todd Stanton - *Brownstone's Mythical Collection*
- Eoin Colfer - *Artemis Fowl*



Our first book club is



This will be in week 5 (W/C 2<sup>nd</sup> October) date tbc



**FoxFederation**

- Set weekly on ***Sumdog***
- Set to consolidate the week's learning
- We recommend 5-10 minutes to complete each day
- Class teacher will track



- Daily reading for 30 minutes
- Weekly spellings tested every Monday – children will need their spelling books on Monday and Wednesday

Name: \_\_\_\_\_[illegible]

# Routines

- Be in the classroom, ready to learn by 8:45am the latest.
- Bring reusable water bottle and reading book in a book bag every day.
- Wear P.E. Kit on Monday and Wednesday.

# Place 2 Be

Tara Richards is our Place2Be therapist in school on Wednesday and Thursdays.

She will offer support for both children, staff and families.



# Mental Health provision

[illegible]

# General clothing expectations + PE Kit

- Long hair should be tied up - and all hair regularly checked for lice.
- Children should wear shoes that are suitable for playing in everyday - ideally trainers.
- For PE days: Fox T-shirt, Fox sweatshirt and dark trousers/ leggings/ short P.E tracksuit and trainers for P.E lessons
- Everything **must be labelled clearly with your child's name.**
- Parents will be asked to dress their child in the correct kit (***especially footwear***)
- Check lost property - located outside school office



# Updating you about your child's progress

- Face to face parents meetings: Tuesday 17th & Wednesday 18th October (with books)
- Face to face parents' meetings: Spring 1
- Parent showcase: Summer 1
- Class assembly: Summer 2
- Mid Year report: Spring 1
- End of Year report: Summer 2

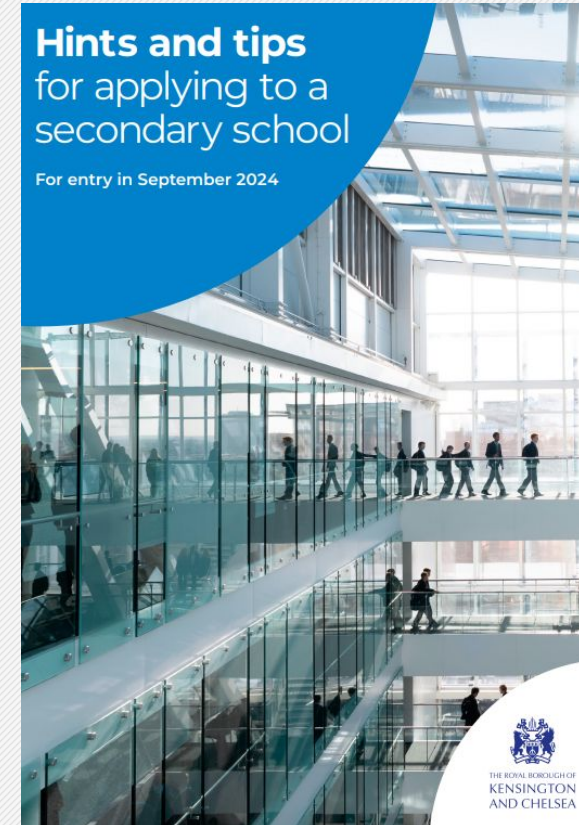
# School Journey

PGL 15<sup>th</sup> – 17<sup>th</sup> May



# Transition to Secondary School

- RBKC – [Information Document](#)



# Fox School Association

Members have these important roles:

- Attend meetings and liaise with school
- Plan how to fundraise for the school - community events
- Help organise the community events
- Plan how to spend existing and future funds

[Please sign up today!](#)

The first meeting will be Friday 23rd September - coffee included!