

Y5 Welcome Meeting

September 2026

Staff Profile







A little about me:

- This is my first year at St Mary Magdalene, however, this is my fifth year of teaching.
- I Enjoy running, spending time with my partner outdoors!
- My favourite subjects to teach are PE and Science.
- I adopt a firm but fair classroom, I enjoy spending time and getting to know children.
- I like a 'door always open' approach if you have any queries.

Classroom Charter



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- Respect one another.
- Two hands for the toilet.
- Stay in your seat.
- Try your best.
- Everyone is welcome.
- Support and encourage one another.

Attendance and Punctuality

Session Times

Morning

- The morning register will be open from 8.45am to 9.15am (warning bell rings at 8.40am for children to line up).
- A child will be marked as **late** if they arrive at school after **between 8.50am and 9.15am**.
- The morning register will **close at 9.15am**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

Afternoon

- The afternoon register will be open from 12.45pm to 1.15pm.
- A child will be marked as **late** if they arrive at school for the afternoon session between **12.50pm and 1.15pm**.
- The afternoon register will **close at 1:15pm**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

Book Looks on a Friday
Doors open at 8:30 with an opportunity to see your child's work and speak with teachers. An adult **must** stay with their child until the bell rings at 8:45.

School Absences

Day 1	•**Parents**: should contact the school office before 9:00am using the dedicated absence line to give a reason for absence and an estimation of length of absence •**Attendance Officer**: where parents have not contacted by 9.30am, make contact with parents by text or telephone. If no response a further text sent explaining if we have no contact by 2pm we will carry out home visit. Appropriate register code applied.
Day 2	•**Attendance Officer**: if contact has not yet been established, continue to make efforts to engage the family. Record all contact as internal monitoring on CPOMS.
Day 3 Welfare Check	•**Attendance Officer**: if contact has been established but the pupil remains absent, carry out a welfare call. Speak to the child via telephone or undertake a home visit. •**Attendance Officer & Safeguarding Team**: if contact has been not established, undertake a home visit alongside member of Safeguarding Team. Record all contact as internal monitoring on CPOMS.
Day 10 Referral	•**WHEREABOUTS KNOWN**: the absence meets the threshold for enforcement actions. **Attendance Officer/Safeguarding Team** to make joint referral to Family Services via Early Help (EHAF), evidencing actions taken. •**WHEREABOUTS UNKNOWN**: absence could meet threshold for removal from role. **Attendance Officer/Safeguarding Team** to make joint referral to Children Missing Officer (CMO).

Health and Safety

- Please find a link to our 'Administering Medication' policy: https://www.stmarymagdaleneprimary.co.uk/attachments/documents.asp?id=3463
- Nut Free school – please do not send nut products or products that may contain nuts into school.



Our School Values

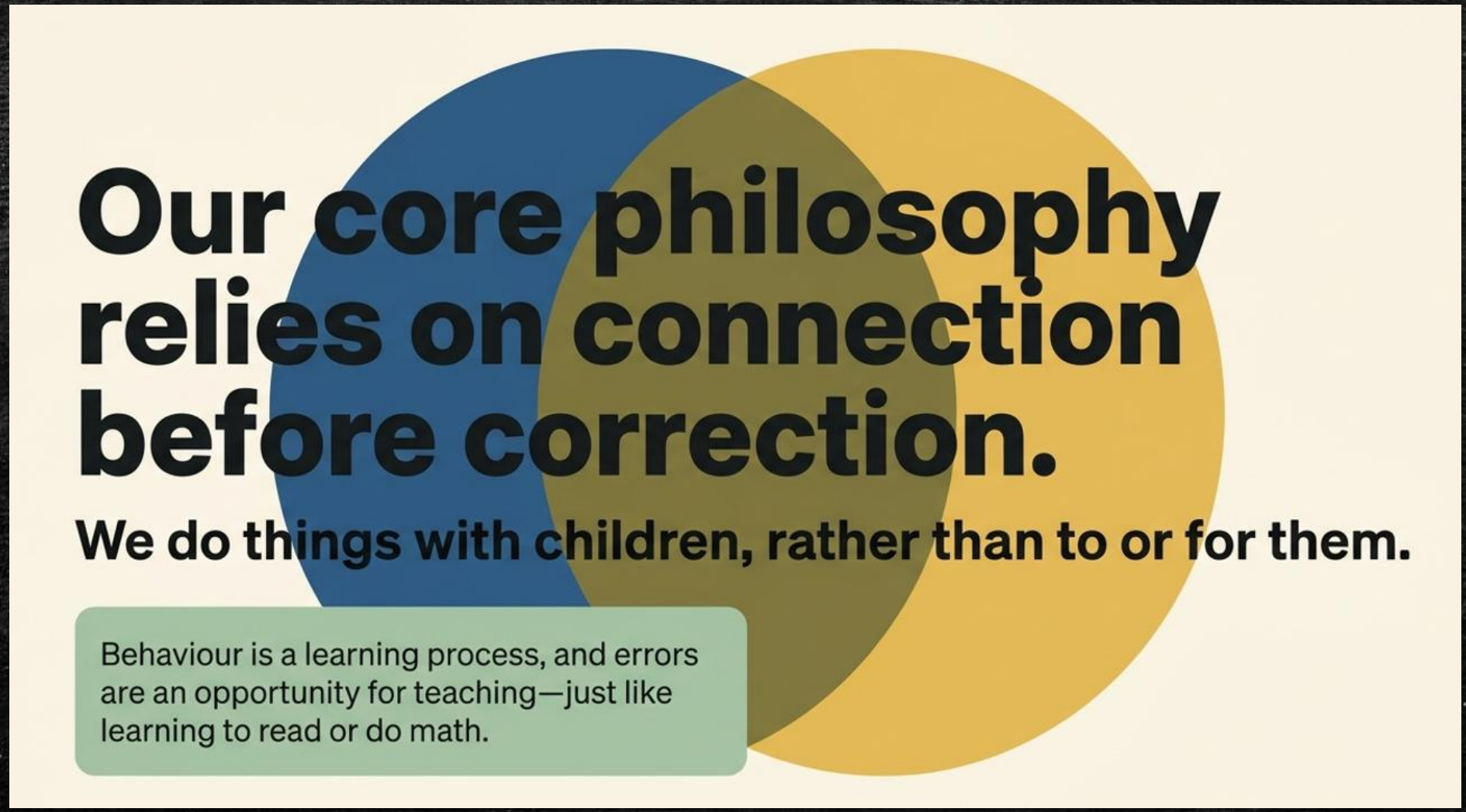
Speak about how the values are promoted in your class



Our School Vision



Our Behaviour Policy



Five Christian values serve as our moral compass.

Love: Providing a haven of compassion and safety where every child is cherished.

Courage: Emboldening children to take risks, overcome challenges, and build resilience.

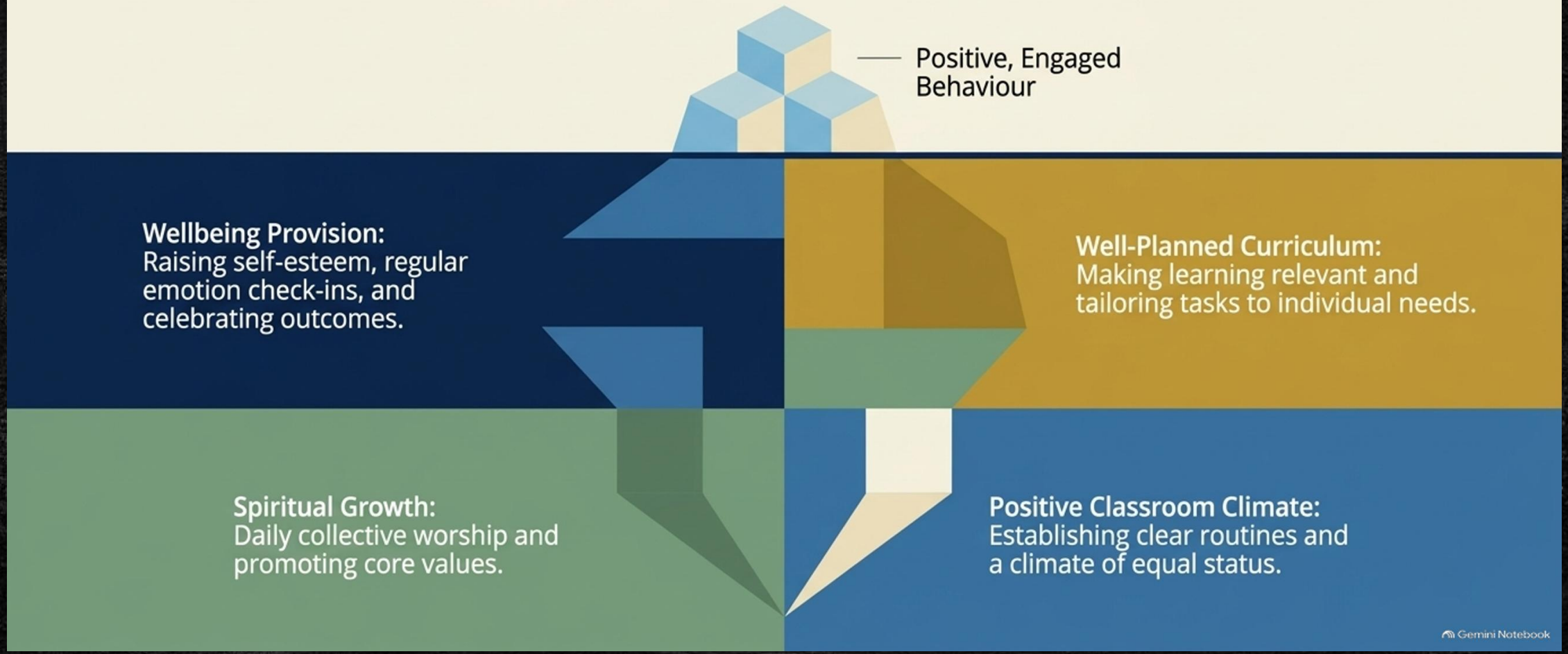


Respect: Fostering an inclusive environment and learning to live well together.

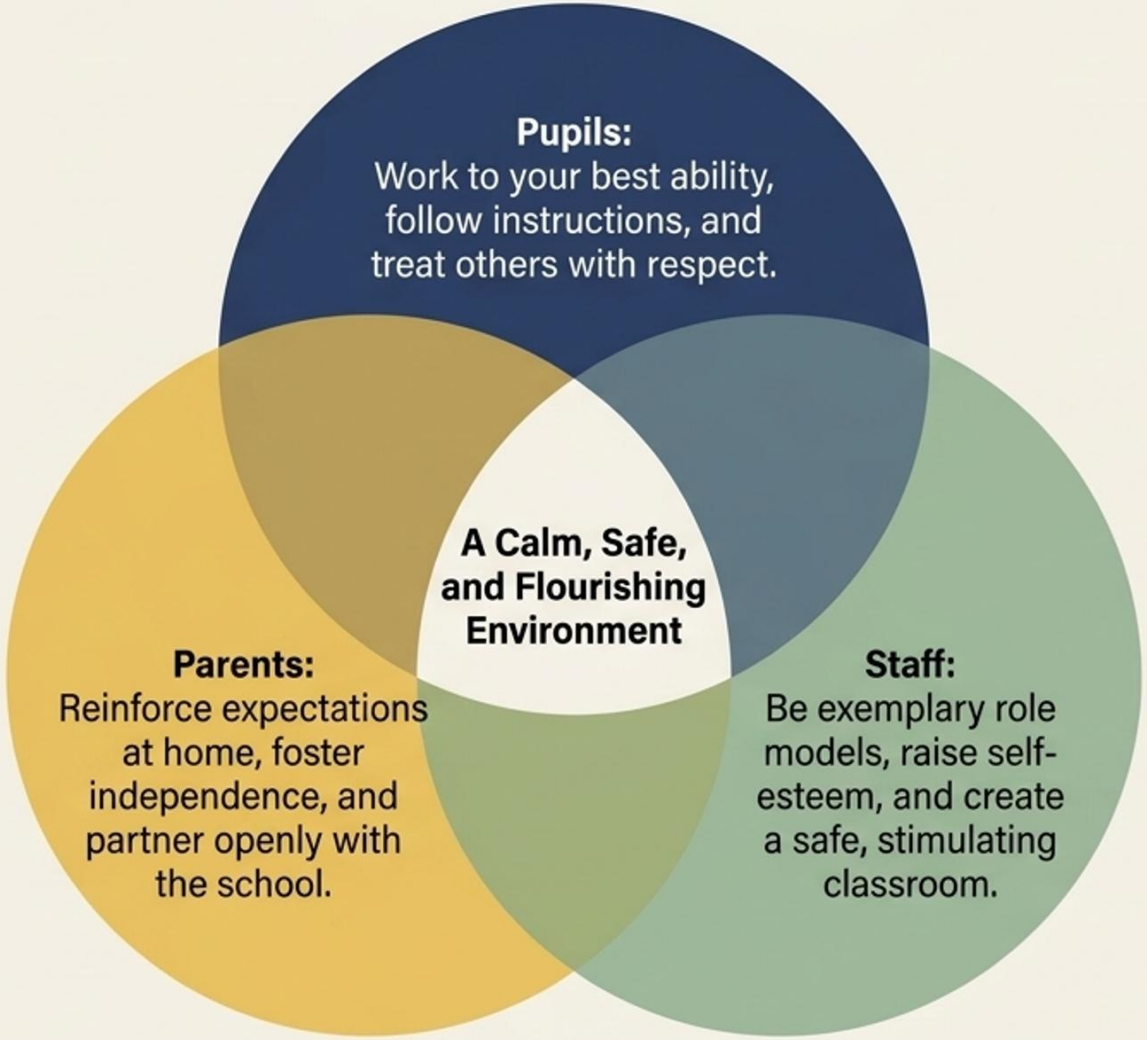
Honesty: Speaking with integrity and building kind, trusting relationships.

Forgiveness: Holding ourselves accountable, repairing harm, and moving forward.

We build an environment that fosters intrinsic motivation.

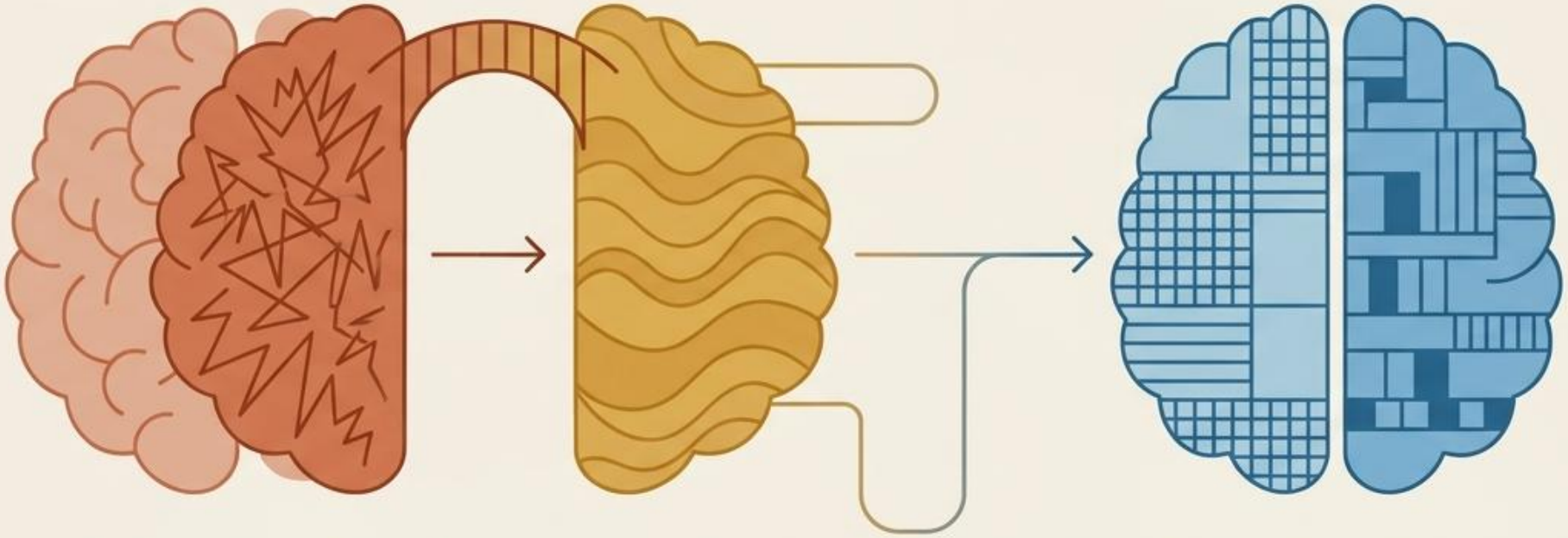


A flourishing environment requires a triangle of shared success.



Gemini Notebook

We use ‘Emotion Coaching’ to connect with the whole brain.



Step 1:
Connect emotionally first (Right-brain to Right-brain).
We acknowledge the emotion to help the child feel safe and reduce shame.

Step 2: Bring in the lessons (Left-brain). Once the child is in **control** and receptive, we guide problem-solving, set limits, and administer discipline.

P.A.C.E. provides our blueprint for interaction.

Developed by Dr. Dan Hughes, this approach helps promote feelings of safety so children can re-engage their thoughtful, problem-solving brains.



Playfulness: Using a light-hearted tone to diffuse conflict and reduce shame when things go wrong.

Acceptance: Connecting with the child's feelings unconditionally, without judgement (though not accepting unwanted behaviour).

Curiosity: Wondering 'why' about a behaviour with a quiet, accepting tone, rather than accusing.

Empathy: Showing you understand that their feelings are important and that it is hard for them right now.

We invite you to share our language and tools at home.

The **30-Second Script** (For delivering clear and walking away to allow take-up time)

- "I noticed you are..."
- "It was the rule about... that you broke."
- "Do you remember last week when you... that is who I need to see today."
- "You have now chosen to..."
- "Thank you for listening."

The **W.I.N.E. Approach** (For non-judgemental engagement)

'WONDER'	"I wonder if it is too noisy in here for you?"
'IMAGINE'	"I imagine that was very frightening."
'NOTICE'	'I notice that your sounds have changed.
'EMPATHY'	Maintain a sense of compassion for the child and their feelings.

We maintain clear boundaries and logical responses to behaviour.

Low-Level Behaviour	Serious Behaviour
Examples: • Answering back • Low-level disruption • Calling out • Not settling to learning	Examples: • Violence • Discrimination • Bullying • Serious vandalism • Or repeated low-level defiance
Our Response: • Non-verbal cues • Whole-class reminders • The 30-second script • Or a 'Time in' for regulation using the calm box	Our Response: • Immediate separation • De-escalation • Written accounts reviewed by the Behaviour Lead • And same-day parent notification
Logical Consequence: • Verbal reminders • Temporary withdrawal of a privilege • Or catching up on work during break time	Logical Consequence: • School-based community service • Missed breaktimes • Fixed-term exclusion • And the immediate start of a Positive Behaviour Support Plan

Gemini Notebook

Discipline is a restorative process of **reflection and resetting**

We use a structured, supportive process to ensure those responsible acknowledge their impact and take steps to put it right.



What happened?
(Focusing on the event without high-functioning 'why' questions)

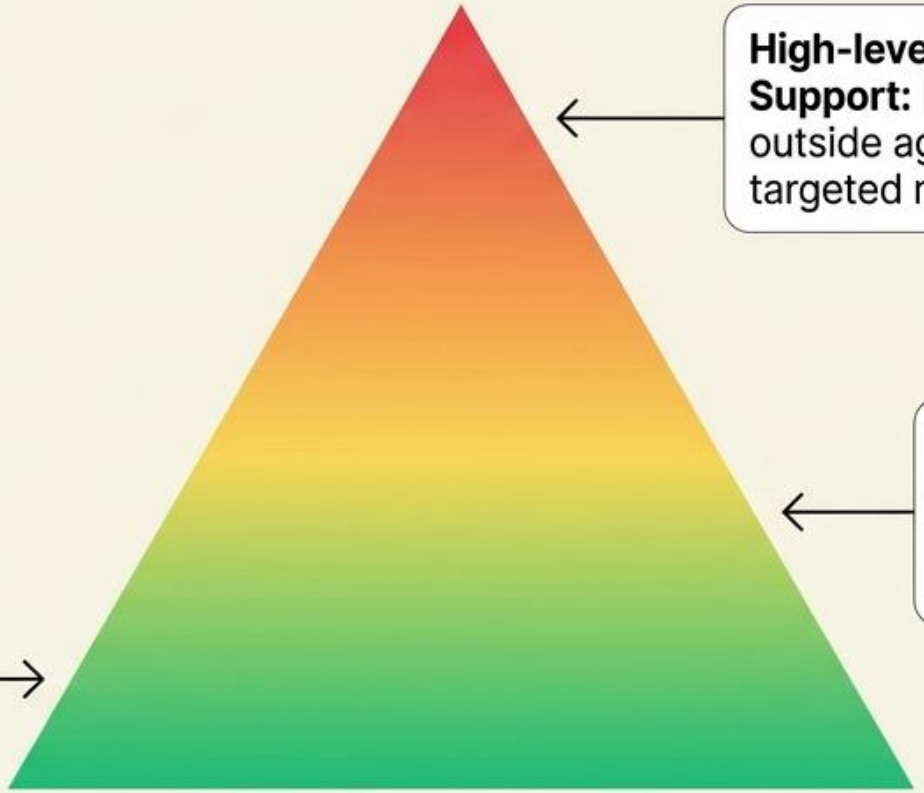
How were you feeling?
(Identifying the personal emotion)

How were they feeling?
(Building empathy for the harmed party)

What can we do now?
(Making a plan, making an apology, taking a calm-down break)

We provide tailored, sliding-scale support for SEND and SEMH.

All behaviour is communication. For children with Special Educational Needs or Social, Emotional, and Mental Health needs, we work closely with parents to develop personalised support.



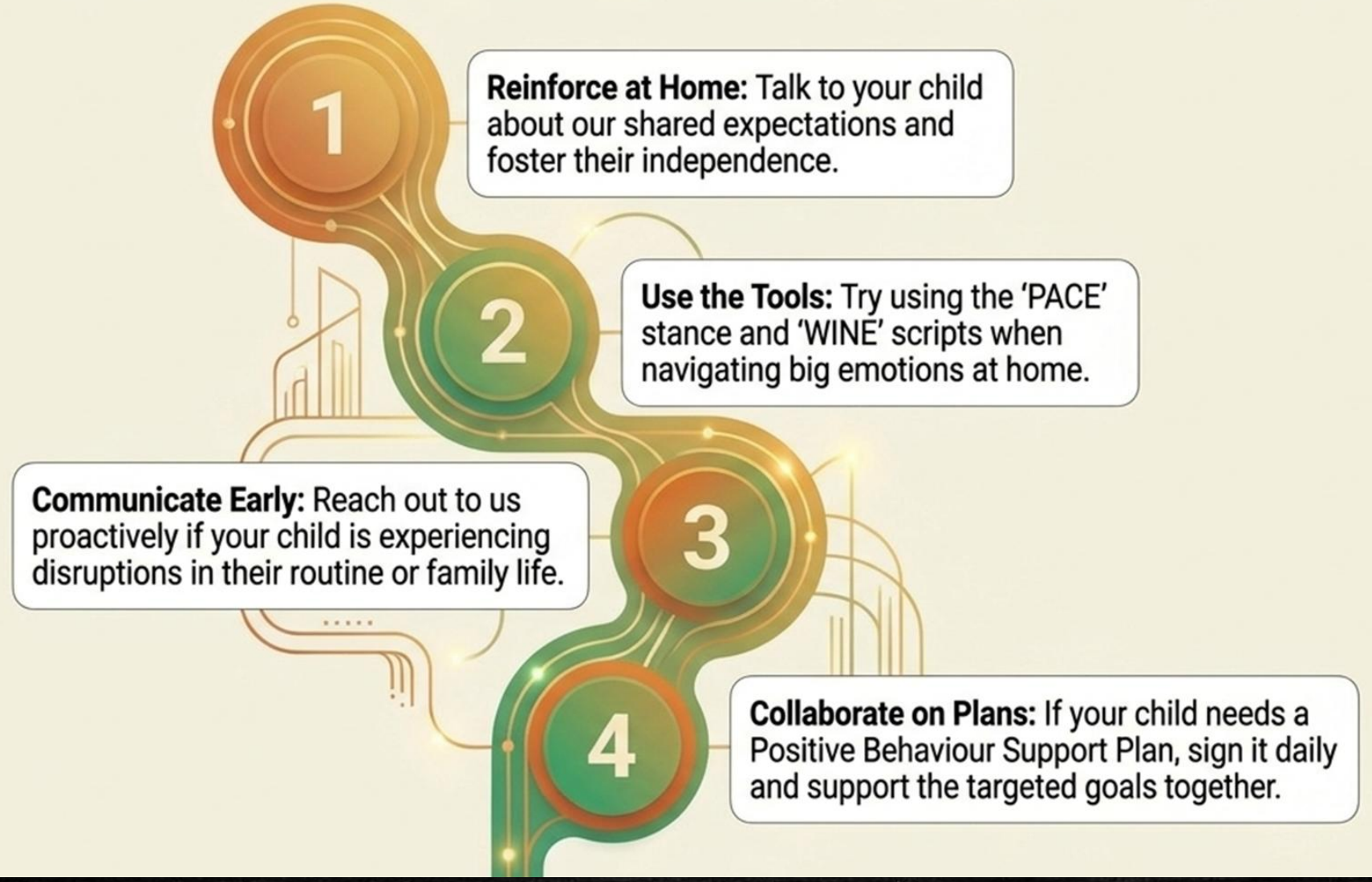
High-level distress
Support: Internal pastoral referrals, outside agency consultation, targeted multi-step Support Plans.

Low-level distress
Support: Increased interactions, ELSA referrals, emotion coaching scripts.

Engaging in stimulating work
Support: Brain breaks, shortened sessions, personalised rewards.

Hierarchy of Support

Your **partnership** is **crucial** to your child's success.



Our shared journey begins with open communication.

We choose courage over comfort. We are called to create an environment where everyone is emboldened to take risks and achieve their potential.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you."
(Joshua 1:9)

We invite you to speak with your Class Teachers or our Behaviour & Inclusion Lead regarding any specific support your child may need.

You can find our full Behaviour Policy on our school website by following the link below:

Behaviour Policy June 2026.pdf

Reading

Reading is vital! Please ensure that you read with your child at least 5 times a week and record this in their reading diaries.

Reading diaries will be checked by staff regularly throughout the week and reminders sent to families that haven't read.

It is important to remember that reading is not just about 'reading words' and involves comprehension too!

Tips to help at home with reading: https://www.stmarymagdaleneprimary.co.uk/attachments/documents.asp?id=229

Times tables



Times tables are vital and is something that we strive to learn and recall fluently.

In Y4, children undertake a multiplication check, which is carried out within a two-week period in early June. This is to check their recall and fluency of their times tables for 2-12.

We encourage the use of TTRS and would recommend the children go on it for a minimum of 15-20 minutes per week. As a class, we offer incentives and competitions against one another to make it fun and exciting!

Our Curriculum

Term	Autumn		Spring	Summer
Focus Text	**The Viewer** – Gary Crew	**Freedom** – Catherine Johnson	**Oliver Twist** - Charles Dickens	**Warhorse** – Michael Morpurgo
Immersive Environment	Desolate landscape/bedroom	Boat and ocean scene	Workhouse	WW1 Bunker/Trench
Academic Study: Basic Skills				
English	**Written Outcomes:** **Narrative –** setting description of an image from the Viewmaster – Independent Write *Exemplar – 2020 KS2 Standardisation Exercise 2 Pupil A, Piece E* **Recount –** Tristan's Diary when he disappears IC *Exemplar - 2020 KS2 Standardisation Exercise 3, Pupil C, Piece D* **Information Broadcast–**natural disasters linked to tectonic plates (N.B. published outcome an oral performance/reading). *Exemplar - STA 2017 Moderation Training Pack 1- Activity 1: EXS Piece E* – Published piece	**Written Outcomes:** **Narrative** – arrival scene from an alternative perspective – Independent Write *Exemplar – 2018 Standardisation Exercise 2, Pupil B, Piece B* **Newspaper Report -** Mass killing on the Zong set in 1781 – published piece *Exemplar – 2019 Standardisation Exercise 1, Pupil B, Piece E* **Manifesto** – abolition of slavery – Independent Write *Exemplar – 2019 Standardisation Exercise 2, Pupil B, Piece B*	**Written Outcomes:** **Short suspense story** – parallel chapter on Fagin's actions during Oliver's stay at Brownlow's (N.B. published outcome an oral performance/reading). IC *Exemplar – 2018 Standardisation Exercise 2, Pupil C, Piece A* **Non-Chronological Report –** detailing DT research on mechanisms: cantilever, cross brace, girder, strut, rafter *Exemplar – KS2 Standardisation Exercise 1 2019, Pupil A, Piece A* **Formal Letter** – from a member of the public to the police about pickpockets – Independent Write *Exemplar – 2019 Standardisation Exercise 2 Pupil A - Piece B: a letter of complaint* **Recount –** biography on Queen Victoria – published piece *Exemplar – KS2 Standardisation Exercise 1, 2018. Pupil A, Piece B* **Balanced Argument** – Workhouses – Independent Write *Exemplar – 2020 Standardisation Exercise 1 - Pupil B, Piece C*	**Written Outcomes:** **Narrative –** Internal Monologue from Albert's perspective based on the opening chapter – Independent Write IC published piece *Exemplar – 2019 KS2 Standardisation Exercise 3, Pupil C, Piece C* **Recipe –** for corned beef meal *Exemplar – 2019 KS2 Standardisation Exercise 3, Pupil A, Piece A* **Balanced Argument** – Should animals be used in war? (N.B. published outcome an oral performance/reading). IC *Exemplar – 2020 KS2 Standardisation Exercise 1, Pupil A, Piece A* **Narrative –** alternative ending (from auction onwards). *Exemplar – STA 2017 Moderation Training Pack 1 -Activity 3: GDS piece A* **Information Text –** The Significance of the Cenotaph – Independent Write *Exemplar – 2019 KS2 Standardisation Exercise 3, Pupil A, Piece D*
Maths	**Number -** Place Value, Roman Numerals and negative numbers **Number** - Addition and Subtraction **Statistics**	**Number -** Multiplication and Division **Measures -** Perimeter and Area	**Number -** Multiplication and Division. **Number -** Fractions **Number -** Place Value, Decimals and Percentages	**Number-** Place Value, Decimals **Geometry:** 2D and 3D shapes. **Geometry:** Angles **Measures:** Converting Units **Measures:** Volume

Our Wider Curriculum

RE (Understanding Christianity: UKS2 Core)	**NAS5.3: Beliefs & Questions** How do people's beliefs about God, the world and others have impact on their lives? Islam, Hinduism, Non-religious worldviews **Vocabulary:** Iman, aklaq, Hindu, Murtis, Brahman, ahisma, atheist, agnostic	**UC2b.4 Incarnation:** Was Jesus the Messiah? (WHOLE UNIT) **Texts**: Matthew 1:18–24, 2:1–12, Matthew 21:1–9, Matthew 17:1–13, Luke 9:28–36 Christianity **Vocabulary:** Messiah, saviour, prophecy Major festival: Hinduism – Diwali	**UC2b.5 Gospel:** What would Jesus do? (WHOLE UNIT) **Texts**: Matthew 7:24–27, Matthew 5–7, John 13:34–38, 18:15–18, 25–27 Christianity **Vocabulary:** restoration, wholeness, foundations, narrative, betrayal, denial, healing	**UC2b.6 Salvation:** What did Jesus do to save human beings? WHOLE UNIT **Texts**: Mark 14-15, Isaiah 53 and John 19 Christianity **Vocabulary:** repentance, atonement, sacrifice, crucifixion	**UC2b.3 People of God:** How can following God bring freedom and justice? WHOLE UNIT **Texts**: Exodus 1-3, Matthew 5:13-16 Christianity **Vocabulary:** Justice, reparation, freedom, salvation, mission	**NAS 5.1:** Inspirational people in today's world What can we learn from great leaders and inspiring examples in today's world? Islam and Hinduism **Vocabulary:** leadership
History Time Period Focus: chronological understanding of key events from 19th – 20th Century		**Abolition of Slavery (1833)** **Chronology** – Use timelines to synthesise the impact of the abolition of slavery on 21st century Britain. **Evidence** – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. **Significance**- Explain how and why this changed the immediate future and how it impacted on 21st century Britain. **Human Achievement: Event** – Abolition of Slavery	**Queen Victoria (1837–1901)** Outdoor Learning **Chronology** – Use timelines to synthesise the impact that Queen Victoria's reign had on 21st century Britain. **Evidence** – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. **Significance**- Explain how and why this changed the immediate future and how it impacted on 21st century Britain. **Human Achievement: Person** – Queen Victoria		**Conscription in WW1 – Military Service Act (1916)** **Chronology** – Use timelines to synthesise the impact of the MSA on 21st century Britain. **Evidence** – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. **Significance**- Explain how and why this changed the immediate future and how it impacted on 21st century Britain. **Human Achievement: Person** – David Lloyd George	
Geography	**Natural Disasters: The impact of Tectonic Plate Boundaries (Ring of Fire)** Outdoor Learning **Place:** Know and classify the location of the world's major countries using the terms: hemisphere, longitude, latitude, time zone (countries on the ring of fire). **Space:** Justify how a range of environments could, and should be used in the future, considering sustainability (impact of natural disasters such as earthquakes and tsunamis on land use and building) **Cartography**: Know the principles of longitude and latitude Engage with a range of maps to construct maps to varying scales, using OS Map conventions. **Physical**: Locate tectonic plate boundaries and determine how tectonic plate boundaries correlate with the formation of volcanoes, earthquakes and tsunamis.	**Migration** **Human:** Identify push and pull factors and use these to explain why people migrate **Cartography**: Know about the principles of longitude/latitude and time zones Engage with a range of maps to construct maps to varying scales, using OS Map conventions **Place**: Know and classify the location of the world's major countries using the terms: hemisphere, longitude, latitude, time zone.			**Geography of WW1** Outdoor Learning **Place**: Know and classify the location of the world's major countries using the terms: hemisphere, longitude, latitude, time zone (key countries linked to WW1). **Human**: Identify push and pull factors and use these to explain why people migrate **Cartography**: Know the principles of longitude and latitude Engage with a range of maps to construct maps to varying scales, using OS Map conventions. **Space**: Justify how a range of environments could, and should be used in the future, considering sustainability (impact of war)	**Cartography and Navigation** Outdoor Learning Construct maps of varying scales, using OS Map conventions to plan an orienteering activity for another UKS2 year group. Plan and navigate a walking route from school to the cenotaph. Evaluate and critique others' routes, using set criteria, to decide upon which to walk.

Our Wider Curriculum

Science (See progression map for numbered objectives)	**Earth and Space:** Energy - 4 Being Scientific - 5	**Forces:** Outdoor Learning Energy – 1-3 Being Scientific – 1-4	**Properties and Changes of Materials:** Outdoor Learning Matter – 1-4 Being Scientific – 1-4		**Animals including Humans:** Life – 2-4 Being Scientific - 5	**Living Things and Habitats:** Life - 1 Being Scientific - 5
Music	**Focus Music: The Planet Suite – Gustav Holst** **Tempo**: Know the meaning of andante, allegro and adagio: know how this affects the way a piece of music is played by comparing Venus and Mars from the Planet Suite. **Duration**: Know the meaning of staccato and recognise when notes are played this way within Venus/Mars from the Planet Suite. Know that Holst may have used staccato to convey urgency, precision or action.	**Focus Music: The Planet Suite – Gustav Holst** **Composition**: Create and compose music with deliberate choices tempo (adante, allegro, adagio) and duration (legato, staccato notes) **Composition**: Record the melody of their compositions on a staff. **Performance:** Perform and evaluate others' compositions, executing deliberate choices in tempo and duration	**Focus Music: Consider Yourself - 'Oliver'** **Dynamics**: Know the meaning of pianissimo (pp), mezzo piano (mp), mezzo forte (mf) and fortissimo (ff) and how this affects the way a piece of music is sung. **Pitch**: Know how to represent the pitch of the notes ABCDEFG on a staff. **Pitch**: Use knowledge of musical notation to	**Focus Music: Consider Yourself - 'Oliver'** **Composition**: Create and compose music in the style of "consider yourself" with deliberate choices of dynamics and tempo. **Performance**: Perform and evaluate others' compositions of 'Consider Yourself', executing deliberate choices in dynamics and pitch accurately and effectively.	**Focus Music: The Entertainer (Ragtime) – Scott Joplin** Cultural Heritage Piece **Timbre**: Compare the timbre of different instruments within the same instrument family, specifically the piano with other percussion instruments. **Texture**: Find chords to fit the melody of 'The Entertainer', and represent the chords (or harmony) on a staff. **Meaning:** Talk about the way that peoples' experiences post war, and in the modern day, affect the way 'The	**Focus Music: The Entertainer (Ragtime) – Scott Joplin** Cultural Heritage Piece **Composition**: Create and compose a piece of upbeat instrumental music with deliberate choices of timbre and texture. **Performance**: Perform and evaluate others' compositions executing deliberate choices in texture and timbre accurately and effectively.
	Duration: Know the meaning of legato and recognise this within Venus/Mars from the Planet Suite. Know that Holst may have used legato to convey elegance, fluidity or a sense of romance. **Human Achievement: Arts** – Planet Suite – Holst		interpret simple melodic patterns, chords (or harmonies) on a staff.		Entertainer' is comprehended and valued.	
Art and Design	**Focus Artist/Piece: MC Escher – The Eye** **Outcome: Surrealist sketch of an eye** **Composition (Formal Elements):** **Line/Tone/texture** – use cross hatching and contour hatching to create tones and visual texture **Y5 Comprehension skills**			**Focus Artist/Piece: LS Lowry – The Street with Many Steps** **Outcome: Industrial Landscape** **Composition (Formal Elements):** **Colour –** introduce contrasting and complimentary colours; look at colour for purpose and to express moods and feelings. **Pattern –** use a repeating pattern to express mood, feelings and personal experiences. Be able to justify the use of a repeating pattern. **Proportion –** Understand 1 point perspective in relation to creating buildings and understand the term 'vanishing point' **Y5 Comprehension skills**		**Focus Artist/Piece: Degas & Mackesy – Horse Drawings** **Outcome: Animal Portraits** **Composition (Formal Elements):** **Shape and Form –** to use shape to create perspective and represent the correct scale within a piece. **Proportion –** Use the correct proportion for a range of elements e.g animal, landscape. Understand the term 'vantage point' to achieve the correct perspective. **Y5 Comprehension skills**

Our Wider Curriculum

PE	**Handball** **Resilience** **Fitness** **Competition** **Skill –** Shoulder and bounce pass. Pass ball on 2nd step. Shooting from stationary position with a goalkeeper. Understanding shooting angles. Pass and move.	**Sports Hall Athletics** **Resilience** **Fitness** **Competition** **Skill –** Chest push and standing javelin throw. Hurdles, long jump from run up, standing triple jump. Relays – beginning to move when receiving the baton.	**Gymnastics** **Resilience** **Fitness** **Skill –** Shapes, tucks, pike, straddle, stretch, star, dish/arch and front/back support. Counter balances. Jumps – stretch, star, jump and pike. Exploring shapes on apparatus.	**Basketball** **Resilience** **Fitness** **Competition** **Skill –** Passes – chest, shoulder one handed bounce, overhead, two handed bounce and one handed push pass. Receiving ball with one hand in stationary position. Shooting from stationary position.	**Tennis** **Resilience** **Fitness** **Competition** **Skill –** Reaction, forehand/backhand stroke, underarm serve and volleys over the net. **Dance** **Resilience** **Fitness** **Competition** **Skill –** 32 bars, no repeats, incorporating Rec – Y5 knowledge. 4 bars to be choreographed independently. Danced independently – groups	**Cricket** **Resilience** **Fitness** **Competition** **Skill –** Bowling over arm, from stationary position, aiming for wickets. Exploring/understanding different parts of the bat will make the ball go different distances.
Computing	**Safety:** Project Evolve – Y5 Online Relationships	**Safety:** Project Evolve – Y5 Privacy and Security	**Safety:** Project Evolve – Y5 Managing Online Info.	**Safety:** Project Evolve – Y5 Copyright and Ownership	**Safety:** Project Evolve – Y5 Online Reputation	**Safety:** Project Evolve – Y5 Online Bullying
	Coding: 2 Code (5.1)		**Creation:** Word Processing with MS Word (5.8)		**Creation:** Spreadsheets (Y5 Crash Course) Game Creator (5.5)	
Languages	**Y5 – Breakfast in Spain** **Outcome**: Breakfast Café		**Y5 – Spanish Sports** **Outcome**: Survey of Class Sports Preferences		**Y5 – Traditional Spanish Music** **Outcome**: Music Evaluations	
RSE **NB: 'Safety'** also covered half-termly through 'Project Evolve Online Safety Unit'	**Consent** – UKS2 1,2 **Image**: Children working in a footwear workshop in Cibaduyut, Bandung, West Java, 2004  **Safety** – UKS2 2,4 **Website:** Does safety ruin playground fun? http://news.bbc.co.uk/cbbcnews/hi/newsid_4200000/newsid_4201300/4201390.stm **Mental Health** – UKS2 1-3 **How to Live Forever** – Colin Thompson 	**Consent** – UKS2 1-4 **Jemmy Button** – J Uman  **Equality** – UKS2 1-4 **The Arrival** – Shaun Tan  **Identity** – UKS2 1,3 **Father** – G Baker-Smith 	**Consent** – UKS2 1,2 Oliver Twist – Fagin's recruitment (County Lines, CCE) **Safety** – UKS2 1-4 **The Literacy Shed** - https://www.literacyshed.com/the-images-shed.html **Physical Health** – UKS2 1,3 **Website:** Aussie Legend 'supports drug use' BBC SPORT | Special Events | Drugs in Sport | Aussie legend 'supports drug use'	**Consent** – UKS2 3,4 **Spy Booth** – Banksy  **Relationships and Friendships** – UKS2 1,3,4,5 **The Giving Tree** – Shel Silverstein  **Identity** – UKS2 2,4,5 **Like a girl** - https://www.youtube.com/watch?v=XjiQBjWYDTs	**Consent** – UKS2 1,2 MSA 1916 – Conscription. **Equality** – UKS2 1,2,4 **The Rabbits** – John Marsden and Shaun Tan  **Physical Health** – UKS2 1-3 **Looking After Your Brain** - https://www.youtube.com/watch?v=12pbrkcfRDI	**Consent** – UKS2 3,4 **Article 29** - We are all born free - UDHR  **Mental Health** – UKS2 1-3 **The Piano** *(Would we be happier if we forgot the sad times in our lives?)* https://www.youtube.com/watch?v=0uHCMt3wm04 **Relationships and Friendships** – UKS2 2,4,6 **War Horse clip** https://www.youtube.com/watch?v=gBUrdZP0_ml

Involving you...

We share your children's targets and progress with you regularly through:

- 15 minute year group allocated slots before school to have a look at your children's books (Friday 8.30am – 8.45am)
- This will also give you the chance to understand and see what your child's targets are in certain subjects.
- Learning Conferences take place twice a year and directly involve your child in sharing their work, proudest moments and talking through targets.



Homework

Homework for English and Maths is set on a Friday for the following Friday. Homework clubs will be held weekly in classrooms for children who do not complete their homework.

This is set via www.maths.co.uk and www.spag.com these can be accessed via our website 'Homework' tab (under Children).

Spellings will now be set weekly on Spelling Shed. Your child will come home with a username and password to access these https://www.edshed.com/en-gb/login/school These should be practised 5 times per week.

Reading 5 times per week.

Homework is extremely important, as we use this to plan our lessons and ensure that the children have a secure subject knowledge. It also helps us to identify areas where they may need extra support!

Proposed Fieldwork

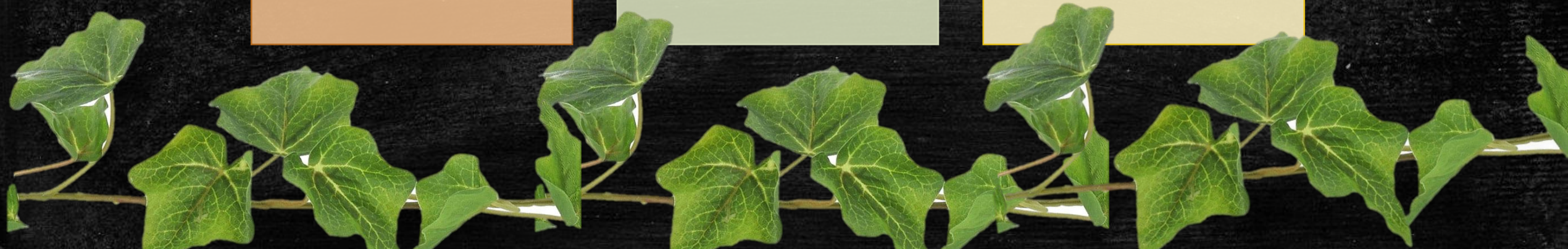
Autumn

- Space Centre
- Church – Harvest
- Pantomime

Spring

- PGL

Summer



PE and Sports

- We are supported by SH Active
- https://shactivesports.co.uk/
- Last year, we were awarded the **Gold** School Games Award.
- Currently, we have a qualified dance teacher leading our dance curriculum across school.
- Our PE days are Monday and Thursday.

PE Uniform

- Plain sky blue T-shirt
- Plain navy blue shorts
- Plain navy jogging bottoms
- Plain black plimsols or trainers
- Plan navy blue zip jacket (no hoods)

Please ensure that any branding is kept to a minimum.

Can we kindly request that you label all children's clothing clearly to prevent losses. Please note that earrings are not allowed to be worn for PE.

After School Clubs

Day	Club	Age range	Led by	Time	Price
Monday	Dance	R, Y1, Y2, Y3, Y4	SH Active	3:15-4:15pm	£44 (£4 per session)
	Energise	All year groups	Kitty	3:15-4:15pm	FREE
Tuesday	Archery	Y2, Y3, Y4, Y5 and Y6	SH Active	3:15-4:15pm	£44 (£4 per session)
	British Sign Language	Y3, Y4, Y5, Y6	Mrs Summers	3:15-4:15pm	£33 (£3 per session)
	OPAL Stay and Play	All year groups	Mrs Hallam	3:15-4:15pm	£22 (£2 per session)
Wednesday	Trampolining	R, Y1. Y2, Y3, Y4	SH Active	3:15-4:15pm	£44 (£4 per session)
	Make and Bake	Y3, Y4, Y5, Y6	Mrs Harding	3:15-4:15pm	£33 (£3 per session)
Thursday	Art and Craft Club	All year groups	Mrs Harding	3:15-4:15pm	£33 (£3 per session)
	Board Games	All year groups	Mrs Summers	3:15 – 4:15pm	£33 (£3 per session)

Limetrees

- **Every day, 3:15–6:00pm – School Hall**
- A fun, welcoming space with a wide range of activities for all children led by our new external provider.
- **£10 per session**
- This club can be booked directly with The Limes Trees using the following link: https://thelimetrees.co.uk/

THE LIME TREES

OPAL

Platinum Award 2024 - 2026



As we enter autumn and the field gets muddier, please ensure your child has a pair of named wellies and a puddle suit in school for lunchtimes. Please store these in your year groups welly storage.



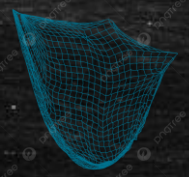
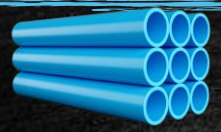
Short term projects for this term include the addition the creation of a sensory garden, further fixed play equipment, updated water area and improved drainage.

Longer term OPAL projects include developing willow tunnels and sheltered areas. If you think you can help please let us know!



We're grateful to receive any donations, from pallets to small world items see the following lists of items we could make use of - please drop them at the school office.

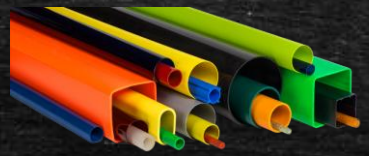
Get ready to play... OPAL BINGO

Acorns 	Baking pans 	Cake moulds 	Measuring spoons 	Strainers 
Baskets 	Cable spools 	Cones 	Water Play 	Corrugated pipes 
Dress up items 	Fabric 	Funnels 	Nets 	Old electronics 
Pool noodles 	PVC pipes 	Ropes 	Shovels and spades 	Sinks and tubs 
Tyres and wheels - big, small and 	Pots 	Colanders 	Wheelbarrow 	Watering cans 

Get ready to play… OPAL BINGO

Rakes 	Toy cars 	Action figures 	Umbrellas 	Plastic trucks 
Suitcases 	Hard hats 	Wind Chimes 	Wood dowels 	'Caution' tape 
Sledges 	Plastic bins 	Laundry baskets 	Trikes, tractors 	Duct tape 
Straw bales 	Rocks 	Artificial Grass 	Gravel, pebbles 	5 Gallon buckets 
Poles 	Glass jewels 	Jugs 	Marbles 	Balls - every kind! 

Get ready to play... OPAL BINGO

Litter Pickers 	Suitcase 	Wooden spoons 	Action figures 	Plastic crates 
Dress up items 	Cars 	Dinosaurs 	Pans 	Plastic dolls 
Lego 	Small balls 	Scooter 	Plastic tubes 	Tarpaulin 
Beach spades 	Buckets 	Trowels 	Skateboard 	Cardboard tubes 
Guttering 	Wooden planks 	Bikes 	Aprons 	Chalk 

Diary Dates

Thursday 24th September- Colour Run

Wednesday 7th October- First Aid Training for Children

Friday 16th October- Last day of the half term

Monday 2nd November- Students return

Friday 6th November- Individual and sibling school photographs

Tuesday 24th November- Pantomime trip

Wednesday 25th November- Flu Vaccinations in school

Thursday 10th December- Christingle

Tuesday 15th December- School Christmas Disco

Wednesday 16th December- Christmas Church Service led by Y4

Friday 18th December- Last day of term

Monday 4th January- INSET

Tuesday 5th January- Students return

Friday 12th February- Last day of half term

Monday 22nd February- Students rerurn.

Thursday 25th March- Last day of Spring Half Term

MondaY 12TH April- Students return

Monday 3rd May- Early May Bank Hokiday

Friday 28th May- Last day of the summer half term

Monday 7th June- Students return

Friday 23rd July- Last day of summer term

Monday 26th July- INSET

Tuesday 27th July- INSET

Wednesday 28th July- INSET

Parent Governor

Martin to add to

Questions and Feedback

- If you have any questions or comments regarding the Welcome Meeting please use the QR code to complete the survey.

