

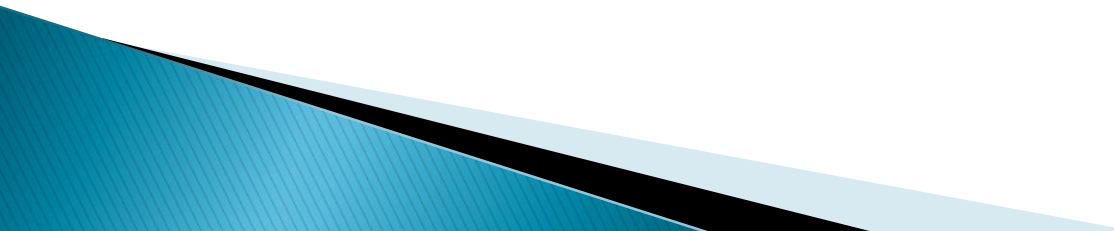
Parent Workshop

Year 5

September 2024



Purpose of this Meeting

- ▶ Get to know your child's class teacher
 - ▶ Year group priorities
 - ▶ Expectations – attendance, punctuality, homework and behaviour
 - ▶ Uniform
 - ▶ PE Days
 - ▶ Year 5 Curriculum Overview
 - ▶ Trip information
 - ▶ Swimming details
 - ▶ How to support your child at home
 - ▶ Online safety
- 

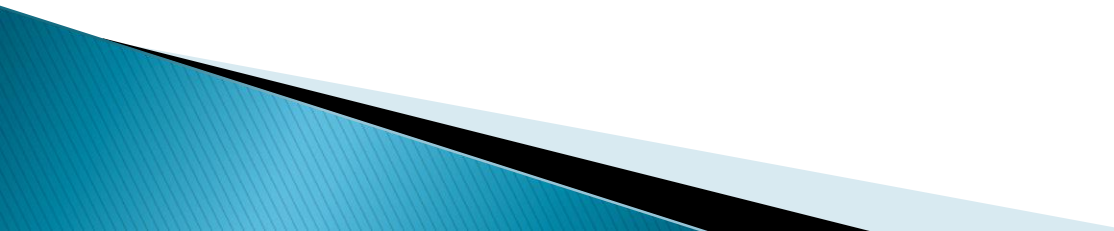
Meet the Team

5 Yellow – Sofia

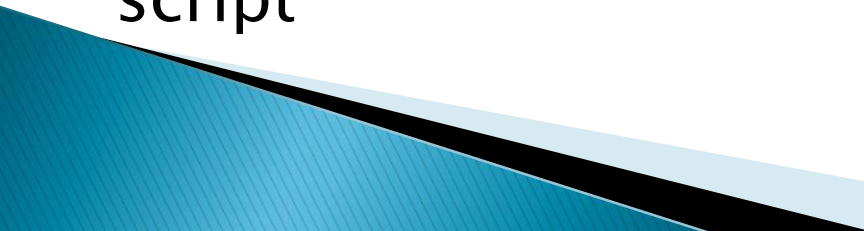
5 Blue – Anita / Nazia

5 Red – Michelle







5 Green – Ammaarah

- ▶ **The children will be in Maths sets for 4 days of the week and class maths on a Thursday.**
 - ▶ **Year 5 Support Staff: Anjum**
- 

Importance of reading

- ▶ A huge emphasis on Reading for pleasure.
 - ▶ Regular reading aloud to improve fluency and application of inference and deduction skills.
 - ▶ Parents to listen to child reading and sign reading records once a week.
 - ▶ Writing across the year is a key focus, especially GPS (Grammar, punctuation and spelling)
 - ▶ Handwriting and Presentation – using Twinkl cursive script
- 

Reading focus

<p>Vocabulary</p> <p>Find and explain the meaning of words in context.</p> 	<p>Infer</p> <p>Make and justify inferences using evidence from the text.</p> 	<p>Predict</p> <p>Predict what will happen based from the details given or implied.</p> 	<p>Explain</p> <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<p>Retrieve</p> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p>Summarise</p> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?



Why is reading for pleasure important?




- ▶ Simply put, **reading for pleasure increases mental wellbeing**. The importance of this, especially after the roller-coaster years we have experienced, cannot be stressed enough.
- ▶ The National Literacy Trust's **research** has found that children and young people who are the most engaged with literacy are three times more likely to have higher levels of mental wellbeing than children who are the least engaged (39.4% vs 11.8%).
- ▶ Reading for pleasure naturally **increases the literacy levels** of young adults too, thereby helping their entry into the job market. Low levels of literacy undermine the UK's economic competitiveness, costing the taxpayer £2.5 billion every year.
- ▶ Reading for pleasure has also been shown to have massive social advantages and can boost children's confidence for many elements of their school life and beyond into their experience of the work place, and even to support them as adults to help their own children's learning should they become parents.

How can you help?



- ▶ Ensure children have access to a wide range of books – this does not have to be an expense, a library membership is free and will allow your children to access a huge range of fiction and non-fiction.
- ▶ Talk about reading – discuss things you enjoy reading, ask the children about what they are reading, talk about the kinds of books and authors you enjoy. Make reading something that is a shared interest rather than something to be done as school work.
- ▶ Model reading for pleasure as a parent – set aside time for you all to sit and enjoy reading together or individually.
- ▶ Use audiobooks as a shared reading experience.
- ▶ Set each other reading challenges – Can you read ten books before you turn ten? Can you read 3 books with animals in?
- ▶ Ensure all reading is valued – picture books, poetry, non-fiction, all literature is good reading material!

Expectations

- ▶ Arrive to school at 8:45am and to strive for 100% attendance and punctuality. **Lessons start at 8:45am.**
 - ▶ Homework will be given out on Thursday and returned on Tuesday. All homework is accessed online (via the school website) using the child's LGFL login.
 - ▶ English and Maths homework is to be completed in books. Maths will follow the topics covered during the week. English homework will focus on comprehension, grammar and various genre writing tasks.
 - ▶ Spelling – children will have weekly spellings to learn.
 - ▶ Rights Respecting School – children are expected to uphold the school values and have been given clear guidelines regarding behaviour.
- 

Expectations – Uniform

For Girls

Jade round neck sweatshirt with school logo, dark grey skirt, pinafore or trousers and white polo shirt (with or without school logo). In summer girls can wear a green and white check dress.

For Boys

Jade round neck sweatshirt with school logo, dark grey trousers and white polo shirt (with or without school logo). In summer dark grey smart shorts can be worn. No joggers, jeans or leggings to be worn as trousers.

Footwear

Sensible flat black shoes or boots in winter – trainers, flip-flops or backless sandals or shoes are not acceptable.

Hair Accessories

Girls must wear conservative hair accessories in green, black and white without embellishments.

Expectations – PE Days

Every Thursday – ALL 4 classes should come to school wearing their PE kits.

PE kits

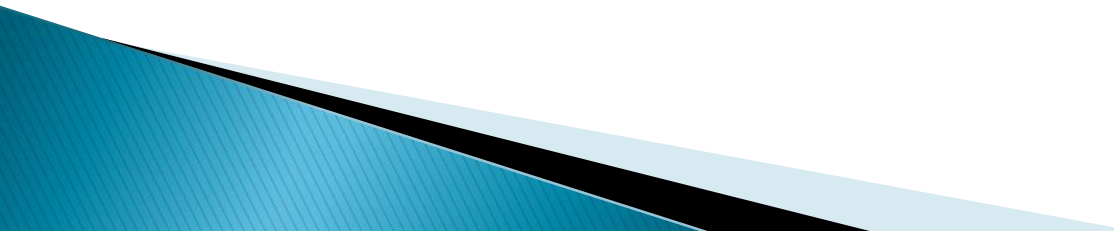
- ▶ Plain crew neck t-shirt in the colour of the child's class– red, blue, yellow or green.
- ▶ Plain black jogging bottoms or shorts in summer and a plain black sweatshirt for colder weather.
- ▶ Trainers will be used for both indoor and outdoor PE.

Water bottles with fresh water to be sent to school each day with the child's name and class clearly labelled.

Year 5 overview

YEAR 5						
Theme	North/South Divide (USA)		Water under the Bridge (Rivers)		Open Hearts, Open Borders: (Migration)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History		STAND ALONE Crime and Punishment		Transport and Trade	Migration of people through history	
Geography	North & South America		Rivers			Population, land use and settlements.
English	The Last Bear – Letter to persuade	Holes – Narrative/news article	Orphans of the Tide – Flashback narrative	The Lost Words - Poetry	I am not a label – Biographical writing	Alma – Suspense narrative
GGR	<u>Coraline</u>	Holes	Shakespeare stories	Charles Dickens stories	Extracts from biographies	Skellig
Maths	Place value Addition and subtraction	Multiplication and division Fractions	Multiplication and division Fractions	Area and perimeter Decimals and percentages Statistics	Shape Position and direction Decimals	Negative numbers Converting units Volume
Science	Living things and their habitats	Animals including humans	Properties and changes of materials	Properties and changes of materials	Forces	Earth and space
RE	What does it mean to be a Christian?	Why is prayer important for religious believers?	What does it mean to be a Muslim?	What does it mean to be a Muslim?	Justice and Poverty – Can religions help to build a fair world?	Why are sources of wisdom important to people?
PSHE	Living in the wider world	Living in the wider world	Relationships	Relationships	Health and Wellbeing	Health and Wellbeing
Computing	Developing an interactive game	Cracking codes	Creating a virtual space	Making sense of the internet and build a website	Creating an interactive adventure using presentation software	Experimenting with virtual and augmented reality
Art	Drawing and Painting		Printing		Collage	
DT		Pulleys and Gears		Pizza making		<u>Iphone covers</u> – sewing and stitching
Music	Intro to the Ukulele – History of the Guitar (Intro to Harmony)		World Music – The Pentatonic Scale (Melody)		The 12 Bar Blues/Rock and Roll (Structure)	
MFL	Days, numbers, months linking to birthdays		Sports and preferences		Music and opinions	
PE	Dance	Football	Netball	Athletics	Gymnastics	Swimming – each class to rotate according to swimming timetable

Trips

- ▶ This term we are planning an exciting trip to London Zoo to explore our Science topic of Living things and their habitats in more detail, as well as a trip to the Tower of London to conclude our Crime and punishment topic.
 - ▶ In Spring & Summer term – TBC
- 

Swimming - Every day from 11th November to 22nd November

- ▶ As part of the compulsory National Curriculum requirements your child will attend a two week swimming course.
- ▶ The course will happen during school hours and will take place in a temporary swimming pool on the school site.
- ▶ During the two weeks of the swimming course your child will swim every day and the sessions will be taken by two qualified swimming coaches.

- ▶ To ensure children have the best possible swimming experience, please provide your child each day with a:
 - ▶ Swimming cap – **this is compulsory**
 - ▶ A clean towel
 - ▶ A clean one piece swimsuit for girls and swimming trunks for boys
 - ▶ Sliders or flip flops for entering and exiting the poolside
 - ▶ Goggles are optional

- ▶ Separate changing facilities will be provided within the school for girls and boys. To help speed up the changing process please send your child to school with their swimsuit underneath their uniform where possible. Your child should shower each day when they get home from school after a swimming lesson.

Acceptable swimming attire and equipment

BOYS For boys:



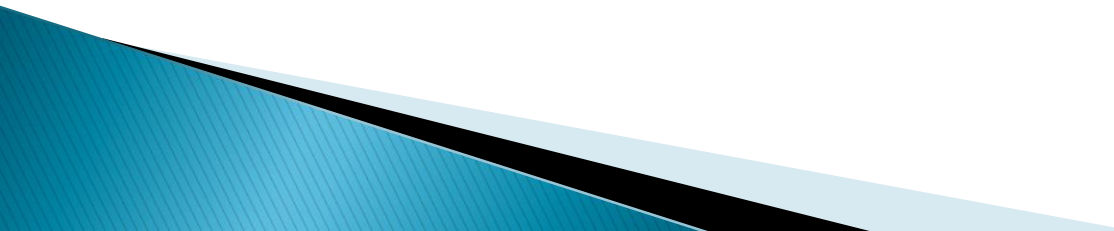
GIRLS For girls:



Your child will not be allowed to swim if:

- **You do not have a swim hat**
- **You do not bring a towel**
- **You are wearing a bikini**
- **You are wearing baggy swim trunks with pockets**
- **You are wearing non-swimming shorts**
- **You are wearing surf suits which provide added buoyancy**

How to support your child's learning at home

- ▶ Assist with homework whenever possible and let us know how much input you are giving when necessary
 - ▶ It is essential that you continue to support them with their times tables
 - ▶ Listen to your child read and/or discuss their books with them.
 - ▶ Discuss current affairs
 - ▶ Ensure you discuss any social/ behavioural issues which may arise
 - ▶ Visit local landmarks, museums and exhibitions
 - ▶ Use interactive websites to support your child's learning (see school website for subject specific link)
- 

How does your child feel about **YOUR SCREENTIME vs THEIRS?**

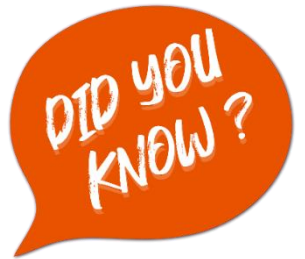


“ When I grow up, I want to be an iPhone so my mum will talk to me ”
~ London pupil

Download me again from safe posters.lgfl.net

MAKES YOU THINK...
Talk to your child about their device use, but remember yours, too

LGfL
SafeguardED



45% of 8-11s feel that their parents' screentime is too high

35% of 8-17s feel that their own screentime is too high

Source: Children and parents: media use and attitudes report 2024



SafeguardED

YOU don't need to be an **EXPERT** ... be a **PARENT/guardian**

- It's your choice – **Don't let others dictate when the right time is** to use tech.
- Stay involved** – make **time to communicate**, talk about what they are doing. What do they enjoy? What makes them laugh?
- Don't quiz them** – have regular **conversations**. What's their favourite app? What is the best site to learn new things from?
- Join in** – **watch them** play a game and join in. Who are they playing with? Do they know the other players?
- 'Show me how...'** – **ask their advice** to help you with your privacy settings, who you should add as a friend, are there any risks?
- Lead by example** – children learn as much from watching as they do from being told not to do something, so **model** good behaviour
- Reassure them** – tell them that they **won't get in trouble** and that you are always there **to help**.

Find conversation starters, story time ideas and top tips to reinforce key safety messages at parentsafe.lgfl.net

Digital Family Agreement **LGfL DigiSafe®**

I will:	Why?	Parent/carer will:	Why?
Check with mum before getting a new app or game or buying an add-on so she can check it's safe		Put our devices down when you want to talk to me/us so we can model good behaviour	
Set up privacy and safety settings on any apps and sites I use and show them to dad, so he doesn't worry		Keep our mobiles away for important family time, e.g. breakfast and dinner so we can have quality time and talk	
Check with mum or dad before going live and explain what I can do to avoid any risks		Trust you to manage your screen time sensibly as we agreed, and only say something if I/we are worried, to help you stay safe and healthy	
Not post or share any personal information, e.g. mobile, address, to stay private and safe		Ask permission before sharing any photos of you, to respect your privacy	
Put my phone down when we're eating together or mum or dad want to talk, as it's respectful			
Turn off notifications when I'm doing homework and at bed time, to help concentrate and sleep			
Come off my devices an hour before bedtime to unwind and Sleep well			
<p>If there are any issues: We will talk about it calmly and respectfully. I may have to show you more about what I am doing on devices or other consequences</p>		<p>If I'm worried by anything: I can tell mum or dad and they won't judge me. I can talk to Mr Patel at school. I can contact Children or The Nix.</p>	

Signed: *Sophie* Mum Dad
 Today's date: *24th March* Date we will review this: *24th May* Download the app and find more support for parents at parentsafe.lgfl.net



Online Safety and Social Media

Educate! Educate! Educate!

The more we are aware, the less likely we are to get harmed!

Social Media:

Main vehicle used by extremist groups to recruit and voice views

FOMO- Fear of missing out! – want to engage all the time

Lack of sleep

Increased risk of anxiety and depression

Girls more likely to seek comfort on social media when worried

Apps:



All children read and agree to abide by Cranbrook's AUP (acceptable use policy)

Talk to your child/ren and create boundaries/rules with them!

Online Safety Information will be provided via Parentmail/school's newsletter

Encourage your child/ren to play 'Interland'
An online game based on Online Safety!

Sexting:

Sending or receiving of sexually-explicit or sexually-suggestive images or video via a mobile phone, or a piece of hardware!

A mistake that you can never take back!

Why do children do it?

Boost their self-esteem

A Dare!!

Get attention

'Everyone else is doing it'

What are the consequences?

No control over how the images are shared

Blackmail

Bullying

Emotional Distress

Unwanted attention

What can I do?

Have a conversation

Explain the risks of sexting

Be supportive and understanding

Set up parental controls

Think about screen time



Useful websites:

<https://www.internetmatters.org/>

<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

Online Safety

eSafety (Cyberbullying & Radicalisation)

What is done in school?

- The school's Internet connection is filtered on several levels including by the Local Authority to keep children and staff safe when going online
- eSafety is taught in school.



ZIP IT



BLOCK IT



FLAG IT

***Weekly Online Safety Discussion Sessions take place during morning tasks.**

- **ZIP IT** – Keep your personal stuff private and think about what you say and do online
- **BLOCK IT** – Block people who send nasty messages and don't open unknown links and attachments
- **FLAG IT** – Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

If you suspect it, report it!



E-safety is not just about the safe use of computers, laptops and iPads but also **mobile phones** too!

The Prevent Strategy

- Government initiative to counter the issue of extremism and radicalisation
- The school approaches the strategy through the teaching of critical thinking skills, open discussions on British Values such as Democracy, Rule of Law and Freedom of Choice.



Educate! Educate! Educate!

The more we are aware, the less likely we are to get harmed!

Social Media:



Peer 2 Peer Bullying

K

Class emails

5yellow@cranbrookprimary.redbridge.sch.uk

5blue@cranbrookprimary.redbridge.sch.uk

5red@cranbrookprimary.redbridge.sch.uk

5green@cranbrookprimary.redbridge.sch.uk

