



**Alder Grove**  
Church of England Primary School

# Year 5 Meet the Teacher

Monday 8<sup>th</sup> September



Kindness



Service



Truthfulness



Forgiveness



Courage



Perseverance

‘They are like trees planted along the riverbank, bearing fruit each season’ Psalm 1:3



# Who works in Red Kite class?



Miss Hutt  
Class teacher



Mrs Knight  
Support Staff



Mrs Webb  
Support Staff



Miss Bearne  
Trainee Teacher



Mrs Baker  
PPA Cover



Mrs Boros  
PPA Cover



Mr Dickinson  
PPA Cover/sports coach

**'They are like trees planted along the riverbank, bearing fruit each season.' Psalm 1:3**

# Who works in Osprey class?



Mrs Ballentine  
Class teacher  
Thursday and  
Friday



Mrs Prohan-  
Griffiths  
Support staff  
Monday, Tuesday  
and Wednesday



Mrs Nayak  
Support staff  
Thursday and Friday



Mr Dickinson  
PPA Cover/sports coach

Mrs Watkins  
Class teacher  
Monday, Tuesday  
and Wednesday

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# Typical day

|               | Monday                      | Tuesday                 | Wednesday                          | Thursday                        | Friday                                |
|---------------|-----------------------------|-------------------------|------------------------------------|---------------------------------|---------------------------------------|
| 8.40-9.00     | Morning Task - doodle       | Morning Task - spelling | Morning Task – spelling and doodle | Morning Task - spelling         | Morning Task - doodle                 |
| 9.00 - 9.30   | Guided reading              | Guided reading          | Guided reading                     | <b>Guided reading</b>           | Excellence Assembly<br>Guided reading |
| 9.40 - 10.40  | Maths                       | Maths                   | Maths                              | Maths                           | <b>Maths</b>                          |
| 10.40 – 10.55 |                             |                         |                                    |                                 |                                       |
| 10.55 – 12.00 | Writing - SPaG and Spelling | Writing                 | Writing                            | Writing                         | Writing                               |
| 12.00-13.00   |                             |                         |                                    |                                 |                                       |
| 13.00-13.15   | Quiet reading               | Quiet reading           | Quiet reading                      | Quiet reading                   | Quiet reading                         |
| 13.15 – 14:00 | Geography                   | Geography               | Class 1 PE<br>Class 2 Music        | Class 1 PE<br>Class 2 Computing | PSHE                                  |
| 14.00 – 14:45 | <u>R.E</u>                  | French                  | Class 2 PE<br>Class 1 Music        | Class 2 PE<br>Class 1 Computing | Science                               |
| 14.45 – 15.05 | Collective Worship          | Big question            | Singing assembly                   | Class collective worship        | Class book                            |
| 15.05-15.15   | Get ready to go home        |                         |                                    |                                 |                                       |

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# Key code, Vision and Values

## The Alder Grove Key Code

### We show Kindness

- by using kind actions and words to all in our school
- by helping and encouraging others to learn
- by listening and participating in lessons
- by showing respect to ourselves, others and the environment



Kindness

### We Forgive

- by accepting we make mistakes
- by choosing to accept others make mistakes
- by giving others a second chance
- by moving on with our friendships once we've forgiven



Forgiveness

### We show Service

- by helping our classmates and teachers
- by participating in school and community events
- by being willing to volunteer our time and skills



Service

### We show Courage

- by standing up for what is right
- by trying new things and taking risks in our learning
- by speaking up and sharing our ideas



Courage

### We are Truthful

- by always telling the truth, even when it's difficult
- by taking responsibility for our actions
- by being honest with our peers and teachers



Truthfulness

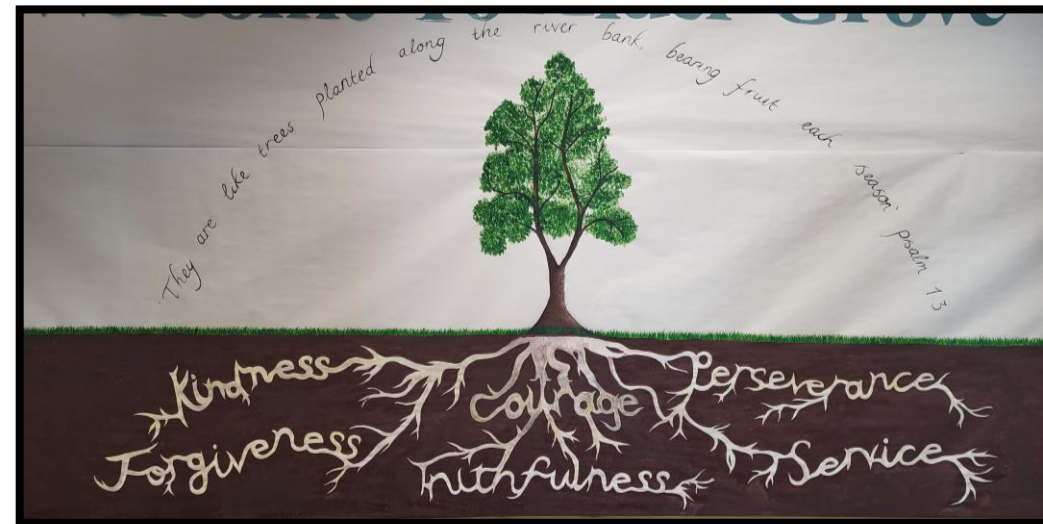
### We Persevere

- by trying hard in every lesson
- by taking risks in our learning
- by celebrating our own and others' success
- by not giving up



Perseverance

'They are like trees planted along the riverbank, bearing fruit each season.' Psalm 1:3



Our school community will be rooted in our Christian School Values.

These will govern the way we live our lives as part of the Alder Grove School Community and will be modelled by staff and encouraged in the children.



Kindness



Service



Truthfulness



Forgiveness



Courage



Perseverance

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## Whole school approach

Just as it takes a whole community to raise a child, it takes a whole school to support children with promoting pro-social behaviour. Staff will...

- Use Reflection Times (this is not the consequence for detrimental behaviour choice)
- Use positive phrasing
- Use of de-escalation script
- Question why a pupil's behaviour is detrimental
- Use hand signals
- Use 1 - 2 - 3
- Silence in corridors
- Give lots of verbal praise and claps for valued behaviour
- Award the Alder Grove Excellence Award / Vision Champion Award
- Think and give appropriate consequences
- Discuss with SLT or SENDCo additional rewards before using them

## English –

English is taught through Guided Reading , Writing, Handwriting and Spelling lessons.

Accelerated Reader forms part of a child's Home Learning. Children take home reading books and complete online quizzes.

Writing is taught daily and is linked to the National Curriculum Objectives. The pupils are exposed to a range of genres and are given the opportunity to write independently regularly. All lessons are adapted to meet the needs of the individual child.

Handwriting is taught daily, beginning with learning mnemonics, lead in and out strokes and then joining letters to form words. As the children progress, they will focus on handwriting within sentences and dictations.

In KS2 the pupils take home weekly spellings based on what has been taught.

## English – Reading Records

To support your children with reading it is important that you listen to your child read at least **5 times a week**.

This year we will be moving away from paper reading records. We will instead be using digital reading record called Boom Reader.

This means you can record your child's reading activity through an app on your phone.

More information about support drop ins will be coming soon.





# Maths -



At the heart of maths in Alder Grove is the belief that all children can achieve. We use a mastery approach to maths based on the Power Maths Scheme which is built on an exciting growth mindset and problem-solving approach.

We encourage our learners to develop a deep understanding of maths concepts through the use of key vocabulary, carefully selected images and representations and ensure that pupils can apply what they know in different ways based on their year group's objectives.

Maths lessons are carefully structured so that it is taught for one hour each day linked to the National Curriculum objectives. In lessons, pupils are given opportunities to explore concepts, reason their ideas and are given broad and challenging problems to embed their understanding and knowledge.

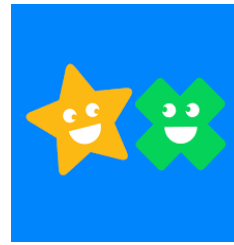
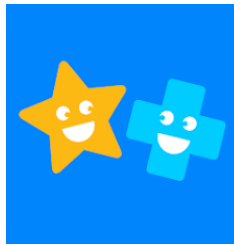
In addition to the hour maths lesson is a 10-15 minute fluency lesson. In Reception and KS1, we use the Mastering Number programme which aims to strengthen the understanding of number, and fluency with number facts. In KS2, we have a bespoke times tables programme that so that pupils develop fluency in multiplication and division facts. This enables our pupils to be confident, flexible thinkers with number that exemplifies secure number sense.

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# Maths -

To support our learning in KS1 and KS2 (Year 1 Christmas onwards), we also have access to Doodle Maths. Doodle Maths is an interactive and adaptive learning program (based on the National Curriculum) for strengthening old maths skills and learning new ones. For KS2 pupils, there is also access to Doodle Tables which helps to reinforce times tables and division facts learnt.

We aim for our pupils to access Doodle Maths at least once a day to complete a 'daily doodle'. This can be completed at home as well as at school.

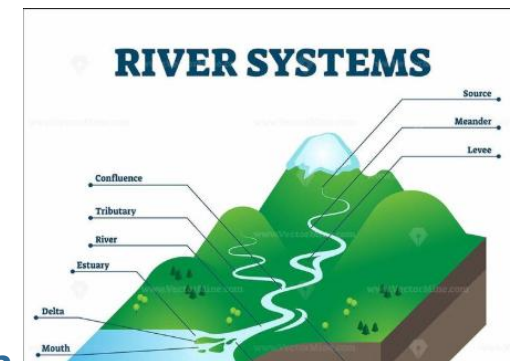
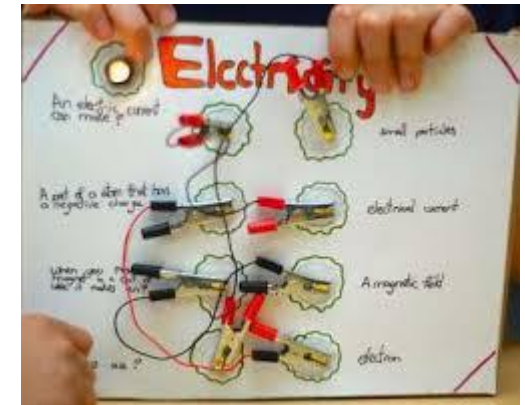




# Wider Curriculum



|           |                                                                                                                                                                                                                                    |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Geography | Rivers and the Water cycle, USA and Australia                                                                                                                                                                                      |
| History   | Ancient Greece, Anglo Saxons and Vikings                                                                                                                                                                                           |
| Science   | Properties and changes of materials, animals including humans, forces, earth and space, living things and their habitats                                                                                                           |
| PSHE      | celebrating differences, dreams and goals, health, relationships, changing me                                                                                                                                                      |
| PE        | Gymnastics, ultimate frisbee, dance, basketball, OAA, rugby, volleyball, tennis, athletics, badminton, rounders                                                                                                                    |
| Art       | drawing, painting and mixed media, craft and design                                                                                                                                                                                |
| DT        | Cooking and nutrition (developing a recipe), electrical systems, digital word: monitoring devices                                                                                                                                  |
| RE        | What do people think about God? Why doesn't Christianity always look the same? Why do people have to stand up for what they believe in? Who should get to be in charge? Why are some places in the world significant to believers? |
| Music     | Composition and notation (Egyptians), blues, looping and remixing                                                                                                                                                                  |
| Computing | Games developing, cryptography, architects, web developing, VR designing                                                                                                                                                           |
| French    | Body parts, space exploration, shopping, verbs, family                                                                                                                                                                             |



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# Wider Curriculum

## PE -

### Gymnastics:

In this unit, children will develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Children are given opportunities to receive and provide feedback to make improvements on their performances. In gymnastics as a whole, children will develop performance skills considering the quality and control of their actions.



### Ultimate Frisbee:

In this unit, children will focus on developing core skills including throws, catching, and pivoting, along with understanding the self-refereeing "Spirit of the Game" that underpins the sport. They will practice and develop the fundamental backhand throw, and later, advanced techniques and faking a throw. Children will also learn various catching techniques, such as the "crocodile" catch. They will learn to understand and execute a pivot foot, faking a throw, and maintaining possession.

## RE - What are world views?

This unit will explore how different religions are connected by identifying different beliefs and talk about connections. They will then look at what makes us human and explore the concept of spirituality. Finally, children will spend some time reflecting on forgiveness and wrongdoings considering different viewpoints on morals.



## Art - Drawing: depth, emotion and movement.

In this unit, looking at the artist Elizabeth Catlett, children will explore how various types of lines can be used to emphasise emotion or draw attention, while describing how artists have shown emotion. They will use colour and line to convey emotion or movement in their sketch. Children will then design a print, considering the composition carefully and create an effective printing plate. Finally, they will reflect and improve their sketchbook experiments and final work.



Alder Grove  
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Autumn 1 - Year 5

SCRATCH

## Computing: We are Games Developers



In this unit, children plan their own simple computer game. They design characters and backgrounds, and create a working prototype, which they develop further based on feedback they receive. Using scratch, children will create original artwork and sound for a game, design and create a computer program for a computer game, which uses sequence, selection, repetition and variables and detect and correct errors in their game.

## Geography -

This half term, Year 5 will be learning about rivers and the water cycle. Children will explore how water moves around our planet through evaporation, condensation, precipitation, and collection. They will follow a river's journey from its source to its mouth, discovering features such as meanders, waterfalls, and floodplains. Pupils will also learn how rivers affect people's lives - providing water, transport, and farming, but also causing risks like flooding. To deepen their understanding, they will create their own river models and use storytelling and creative activities to show their learning. By the end of the unit, pupils will understand the importance of rivers for both people and nature.

## Science - Living things and their habitats

This unit focuses on understanding life cycles and the needs of different living things. Children will describe how various animals and plants reproduce, comparing the life cycles of mammals, birds, reptiles, amphibians, and insects, and understanding what makes a habitat suitable for survival. Children will learn about different types of pollination and reproduction in flowering plants through engaging in creating life cycle diagrams. Finally, children will learn about influential naturalists including David Attenborough and Birutė Mary Galdikas.



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# Other Information

## SUMMER UNIFORM

Black knee-length shorts

Black ankle socks

Summer dress (pale purple and white gingham dress)

White ankle socks with summer dress

Plain white shirt (no polo shirts)

School tie\* (clip-on ties and elasticated ties available for KS1, full ties available for KS2)

Black school shoes (no ballet pump style shoes)

Jumper/cardigan with school logo\*

Hair accessories should be navy or black: long hair tied back. No oversized hair accessories.

## WINTER UNIFORM

Black trousers

Black skirt

Black pinafore dress

Black socks/tights

Plain white shirt (no polo shirts)

School tie\* (clip-on ties and elasticated ties available for KS1, full ties available for KS2)

Black school shoes (no ballet pump style shoes)

Jumper/cardigan with school logo\*

Hair accessories should be navy or black: long hair tied back. No oversized hair accessories.



# Other Information



## PE IS ON WEDNESDAY AND THURSDAY

WEDNESDAY – OUTDOOR PE

THURSDAY – INDOOR PE

PLEASE WEAR KIT TO SCHOOL

### PE KIT

Black shorts

School polo shirt (EYFS & KS1) or school sports PE top (KS2)\*

Black tracksuit trousers/leggings

Black zip up hoody/jumper - no large logos

Trainers

Black ankle socks



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# Other Information

Lunch – a balanced lunchbox (small chocolate bar etc ok for lunch - but no nuts as we have severe allergies across the school)

Breaktime – healthy snack – fruit, veg, breadsticks, cereal bar – but no nuts as we have severe allergies across the school



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# Attendance

Morning session starts at 8:45 – this is the time where children will complete targeted work.

This time is meaningful and useful. It is therefore important that children arrive at school promptly.

## Every School Day Counts

|                                                                                         |                                                                                                 |                                                                                          |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 0 days off school                                                                       | 100%                                                                                            | Perfection                                                                               |
| Equates to 2 days off School each year                                                  | 99%                                                                                             | Excellent                                                                                |
| Equates to 5 days off School each year                                                  | 97%                                                                                             | Good                                                                                     |
| Equates to 10 days off School each year                                                 | 95%                                                                                             | Slight Concern                                                                           |
| Equates to 20 days off School each year                                                 | 90%                                                                                             | Concerned                                                                                |
| Equates to 30 days off School each year                                                 | 85%                                                                                             | Very Concerned                                                                           |
| 5 days absence over the whole year<br>97% - 100%<br>Good chance of success and progress | 20 days absence over the whole year<br>90%<br>Less chance of success<br>Harder to make progress | 20+ days absence over the whole year<br>Under 90%<br>Detrimental to success and progress |

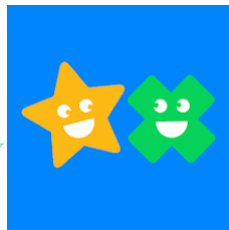
## Every Minute Counts

| Lateness                                      | = | Lost Learning  |
|-----------------------------------------------|---|----------------|
| 5 Mins late each day                          |   | 3 days lost!   |
| 10 Mins late each day                         |   | 6.5 days lost! |
| 15 Mins late each day                         |   | 10 days lost!  |
| 20 Mins late each day                         |   | 13 days lost!  |
| 30 Mins late each day                         |   | 19 days lost!  |
| (figures above calculated over a school year) |   |                |

Be at class  
on time  
and ready  
to learn!

# Home Learning

- Accelerated reader books and quiz
- Boom reader logs
- Doodle Maths/ Doodle Tables
- Year 5 spelling rules (same as Year 4)
- Read and write Year 5&6 Common Exception words
- Handwriting (same as Year 4)



## New Curriculum Spelling List Years 5 and 6

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition

conscience  
conscious  
controversy  
convenience  
correspond  
criticise  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip  
equipped  
equipment  
especially  
exaggerate  
excellent

existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate  
immediately  
individual  
interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous

muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme

rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere  
sincerely  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht

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# Communication Flow Chart (available on website)



| Home-School Communication Flow Chart                                                                                                                                                                                                                        |                                                                                                                                                                                                                |                                                                                                                                                                                             |                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Learning Concerns                                                                                                                                                                                                                                           | Pastoral Concern<br><i>Pastoral care covers our support of your child's individual needs, their emotional wellbeing and helping them with any personal problems they may be experiencing at school or home</i> | Concern relating to particular learning or physical need/s<br><i>Where a concern is related to a special need and you feel an adjustment may be required to support successful learning</i> | Concerns & Queries relating to school administration                                                           |
| ↓<br>Please contact your child's <b>class teacher</b> in the first instance.                                                                                                                                                                                | ↓<br>Please contact your child's <b>class teacher</b> in the first instance.                                                                                                                                   | ↓<br>Please contact your child's <b>class teacher</b> in the first instance.                                                                                                                | ↓<br>Please contact the <b>School Office</b> .                                                                 |
| ↓<br>If you require further support, please ask to speak to the Phase Leader of your child's year group<br><small>Early Years – Mrs Fothergill<br/>Key Stage One – Mrs Alexander-Dawson<br/>Lower Key Stage Two – Miss Hutt</small>                         | ↓<br>If you require further discussion, please contact the Pastoral Support Lead, <b>Mrs Jinkerson</b> .                                                                                                       |                                                                                                                                                                                             |                                                                                                                |
| ↓<br>Please contact our SENDCo, <b>Mrs Thomas</b> , if you require further assistance.                                                                                                                                                                      |                                                                                                                                                                                                                | ↓<br>If you require further information, please contact the SENDCo, <b>Mrs Thomas</b> , who will lead a joint meeting with you and the <b>class teacher</b> .                               | ↓<br>Please then contact our School Operations Manager, <b>Mrs Ham</b> , if you still require more assistance. |
| ↓<br>If you remain concerned after following the steps above, please make an appointment to see our Deputy Headteacher, <b>Miss Scales</b> .                                                                                                                |                                                                                                                                                                                                                |                                                                                                                                                                                             |                                                                                                                |
| ↓<br>Please make an appointment to see our Headteacher, <b>Mr Theobald</b> , if you still remain concerned after following the steps above.                                                                                                                 |                                                                                                                                                                                                                |                                                                                                                                                                                             |                                                                                                                |
| <b>When contacting the school, it is helpful if you give us as much information about the background of your query or concern as possible, including who it involves, and what you would like the outcome to be.</b>                                        |                                                                                                                                                                                                                |                                                                                                                                                                                             |                                                                                                                |
| In the first instance please contact the school via the admin email address: <a href="mailto:admin@aldergrove.wokingham.sch.uk">admin@aldergrove.wokingham.sch.uk</a> and the office team will ensure that you email is directed to the appropriate person. |                                                                                                                                                                                                                |                                                                                                                                                                                             |                                                                                                                |
| If you prefer you can contact the school by phone: <b>0118 324 7218</b>                                                                                                                                                                                     |                                                                                                                                                                                                                |                                                                                                                                                                                             |                                                                                                                |

Communication between home and school is incredibly important.

If you have a concern, worry or feel you need to catch up with a member of staff, please speak to the office to book an appointment with the class teacher first. The Leadership Team will always sign-post the office and parents to this route in the first instance.

Please read the newsletter each week as it will contain important information.

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Thank you for coming!

Any questions?

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