



# Start of Year Meeting - Chestnut

Wednesday 11th September 2024

[www.coppicevalley.com](http://www.coppicevalley.com)



## Our Staff

- Mr Whaite (Monday – Friday)
- Miss Witton (Monday, Tuesday, Thursday and Friday)
- Mrs Haddington (covering PPA – Monday/Friday PM )



## Routine

- Doors open at 8:45am- please don't leave children unattended before then.
- Doors close at 8:55am - after this time please go in through the office.
- Child protection - please do not come into cloakrooms.
- If there is any change regarding pick up (e.g. different adult collecting/going to a friend's house for tea) please send an email to [office@cvps.rklt.co.uk](mailto:office@cvps.rklt.co.uk) so that we have written confirmation of the arrangements.
- Pick up time is 3:30pm from the classroom
- Children can bring healthy snacks from home
- Water bottles from home
- Lunches – payment needs to be made via Arbor.
- PE days – Tuesday's and Thursday's



# Assessments

- Summative assessments are carried out termly (Autumn, Spring and Summer)
- The scores help go towards teacher judgements but are not solely dependent on their assessment data.



## Purposeful marking

- ✂ Feedback given during session and verbally
- ✂ Focus on next steps and misconceptions
- ✂ Support for understanding given in a timely manner
- ✂ Moving away from unnecessary 'ticking'



## Curriculum

- ✂ Throughout the whole school, we have bought into various schemes to implement the objectives required linked to the National Curriculum.
- ✂ Each scheme demonstrates continued progression year on year, and each provide support resources/tools required to ensure all pupils make significant progress.



# Curriculum



## Year 5 Yearly Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Read</b>	Sky Song	Anglo-Saxon Boy	Kensuke's Kingdom	Oh Maya Gods	Emil and the Detective	Percy Jackson and the Lightning Thief
<b>English Writing Focus</b>	<p>Pandora's Box Writing to entertain Characterising speech Final product – Rewrite a scene from King Midas and the Golden Touch</p> <p>The Trenches Writing to entertain Setting description Final product – Coal mining setting description Linked to the class read Sky Song, children to do a setting description of the forest the fur tribe live in</p>	<p>Coronations through the ages Writing to inform Non-chronological report Final product – King's Coronation non chronological report</p> <p>Visit Marske by the sea Writing to persuade Leaflet Final product – leaflet on another seaside town</p>	<p>What a wonderful day! Writing to inform Diary Final product – Diary entry on the pantomime trip from Christmas</p> <p>Should Britain be doing more to support refugees? Writing to discuss Discussion Final product – Should councils allow brownfields sites to be redesigned for housing?</p>	<p>Titanic sinks! Writing to inform Newspaper article Final product – Zeebrugge ferry disaster newspaper article</p> <p>How to survive on a desert island. Writing to inform Instructions Final product – How to survive in the outback.</p>	<p>The Great Leonopteryx Writing to entertain Character description Final product – Character description on Medusa</p> <p>The night of the Ball Writing to entertain Story Final product – Write a story of Cinderella's evening at the ball.</p>	<p>Writing to</p> <p>Writing to</p>
<b>English SPaG focus</b>	<p>I can use a wide range of punctuation accurately and consistently. I can recognise and use abstract nouns.</p> <p>I can use expanded noun phrases to give complicated information concisely.</p>	<p>I recognise main and subordinate clauses and phrases and can use them to construct sentences in different ways.</p> <p>I can use commas to make my meaning clear.</p>	<p>I can use the perfect form of verbs to show time and clause. I can make appropriate tense choices for a task.</p> <p>I can use modal verbs or adverbs to show how possible something is.</p>	<p>I know and follow the rules of Standard English. I can use direct and reported speech accurately.</p> <p>I can use colons to introduce a list. I can use brackets or commas to indicate parenthesis.</p>	<p>I can begin clauses with: who, which, where, etc. or with an implied relative pronoun.</p> <p>I can use suffixes to convert from one word class to another.</p>	<p>Activate Windows Go to Settings to activate Windows.</p>



# Curriculum

<b>English Reading Focus</b>	Read as a Reader – Sky Song	Read as a Reader – Anglo-Saxon Boy	Read as a Reader - Kensuke's Kingdom	Read as a Reader – Oh Maya Gods	Read as a Reader – Emil and the Detective	Read as a Reader - Percy Jackson and the Lightning Thief
<b>Maths</b>	Place Value Addition and Subtraction Multiplication and Division A	Multiplication and Division A Fractions A	Multiplication and Division B Fractions B Decimals and Percentages	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Decimals Negative number Converting units Volume
<b>Science</b>	Properties and changes of materials		Earth and space	Forces	Living things and their habitats	Animals including humans
<b>History/Geography</b>	<b>History:</b> Anglo Saxons and Vikings	<b>History:</b> Anglo Saxons and Vikings	<b>Geography:</b> Biomes	<b>History:</b> Ancient Maya	<b>Geography:</b> The United States	<b>Geography:</b> Fieldwork: Rivers
<b>Music</b>	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre





# Curriculum

<b>Art/DT</b>	Collage: Manipulating and Experimenting  Artist Study: Francis Bacon	Food Technology: Adapting Recipes  Creator Study: Madam Walker	Drawing: Observing and Drawing Landscapes  Artist Study: Katsushika Hokusai	Structures: Mark out, cut and join materials to create a framework.  Creator Study: Hundertwasser	Textiles: Joining materials and decorating using embroidery techniques and batik.  Creator Study: Angel Otero	
<b>PSHE</b>	Being Me in my world Brave, Kind, Curious – Values in school and society	Family and relationships	Health and wellbeing	Changing Body	Citizenship	Economic Wellbeing
<b>E-Safety</b>	Self-Image & Identity	Online Relationships	Online Reputation	Managing Online Information	Health, Wellbeing & Lifestyle	Privacy and security
<b>PE</b>	Personal Ball skills Reaction and response	Social Dynamic balance <u>Counter balance</u>	Cognitive Stance Footwork	Creative Seated balance Floor work	Physical Jumping and landing One leg balance	Fitness Sending and receiving Ball chasing
<b>RE</b>	Believing - Why do people believe God exists?		Expressing - <u>If</u> God is everywhere, why go to a place of worship? NB Include other areas you might connect spiritually – nature		Living - <u>What</u> does it mean to be Muslim in Britain today?	
<b>MFL</b>	Phonics Lesson 1-2 Seasons	Ice Creams	Presenting Myself	My Family	At The Cafe	My Home
<b>Coppice 50</b>	Encourage a business to reduce, reuse or recycle	Redesign and repurpose a brown field site and present to an audience	Hold a fashion show	Visit ruins	Play an instrument in a performance	Orienteer using a compass

Activate Wind



# Behaviour procedure



## BEHAVIOUR STEPS

- 1** Reminder about Expectations  
My Class, My Rules (Script 1)
- 2** Warning with a consequences reminder  
(Script 2)
- 3** Move seats &/or miss some playtime to finish work/reflect  
Consequence reminder  
Follow up conversation after lesson  
(Script 3 & 4)
- 4** Move out of classroom &/or miss playtime to finish work/reflect  
Consequence reminder  
Follow up conversation after lesson  
(Script 3 & 4)
- 5** Deputy Head or Headteacher conversation and consequences  
(Script 5)

Parents informed by phone call or chat at end of the day\*.

\*Some pupils may have behaviour logbooks. Staff will use their professional judgement in some circumstances, as to whether a call/chat is required.





# Homework

- Homework is read, read, read. Children will be sent home with two reading books. One from our Year 5 reading corner and one linked more so to their reading ability which encourages independent reading. Reading records to be checked and signed by yourselves (aim for at least three reads a week). Checked in school by teachers on a weekly basis.
- And times tables! - TT Rockstars - although times tables is a classroom focus too - please stick with what we teach! Class battles each week!
- We will be introducing weekly spellings shortly that link to the work that we will be doing within our English work in school.
- Reading scrapbook – this will go home with a different child each week for them to create a book review on their favourite book or most recent read.



## Handwriting

- As a school we follow the Letterjoin handwriting scheme.
- This scheme allows children have access to handwriting resources at home if they want to practise.
- I will provide each child with log in details to be brought home if they wish to have an extra focus on handwriting presentation.



# Pupil Premium

- **What is Pupil Premium?**

- The 'pupil premium' is extra money for schools to help disadvantaged pupils of all abilities achieve their full potential.
- The amount of funding schools receive is decided by how many disadvantaged pupils they have.
- So...the more families who are identified as pupil premium, the more funding we will get.

- **Benefits to you...**

- Pupil premium pupils receive free school meals in KS2, as well as KS1
- Although all pupils in KS1 receive free school meals, the additional money to school enable extra resources.

- **Do I qualify?**

- **The office will send out more information and we are pleased to help you complete an application form.**

- Families who receive certain benefits may be eligible for free school meals. Your child is eligible for free school meals if you're in receipt of one of the following benefits:
  - - Universal Credit (with an annual net earned income of no more than £7,400)
  - - Income Support
  - - Income-based Jobseeker's Allowance
  - - Income-related Employment and Support Allowance
  - - Support under Part 6 of the Immigration and Asylum Act 1999
  - - The guarantee element of Pension Credit
  - - Working Tax Credit run-on (paid for the four weeks after you stop qualifying for Working Tax Credit)
  - - Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190



# Coppice Valley PTFA

(Parents, Teachers and Friends Association)

The Coppice Valley PTFA are a group of parents, teachers and friends of the school who come together once or twice a month to discuss ideas for events to help fundraise for the school.

**2024-25 Events:** Bake Sales, Christmas Fair, Olympics Summer Fair, Sponsored Bounce, Dress Down Days and Healthy Snack Stalls.

So far we have raised money to pay for: Year 6 end of year gift, coach for the residential, book bags for new starters and the ice cream van.

The PTFA AGM will be held at 6pm Wednesday 9<sup>th</sup> October in Forest classroom. Due to stipulation of the constitution, all 5 main roles have to be up for election this year. If you are interested in running for a role, please write a personal statement of up to 200 words and send to [office@cvps.rklt.co.uk](mailto:office@cvps.rklt.co.uk)

The roles are Chair, Vice Chair, Secretary, Treasurer and Social Media Administrator. Please submit interest by Wednesday 2<sup>nd</sup> October. Any further matters arising or any other business to be discussed at the AGM, please confirm in writing by Wednesday 2<sup>nd</sup> October. Many thanks, as always new members welcome.

The PTFA



## Additional notes

- We have this year switched our MFL to Spanish from Latin.
- Swimming for Chestnut class will be in Summer term (cost will be roughly £30)
- Please keep us informed on anything that may have an influence on your child (moving house, changes at home, puberty etc.)
- If we can help with anything, just ask! - sleep difficulties, routine suggestions, bereavement, mental health, etc.
  
- Thank you for your continuous hard work and for listening.
- Any questions? If I am unable to answer any today, I will get back to you asap with any information required.