



# Wodensfield

## Primary School

Welcome to Year 5

Information for parents at the start of a new school year

# Safeguarding Team at Wodensfield



The Safeguarding Children Team at Wodensfield includes:



Mrs. S Walker  
**Headteacher**

**Designated Safeguarding Lead (DSL)**  
**Looked After Children Designated Lead**  
**Attendance Lead**  
headteacher@wodensfield.org  
Telephone Number: 01902 556350



Mr. L Gould  
**Deputy Headteacher**



Mr. A Sharpe  
**Assistant Headteacher**

**Deputy Safeguarding Leads (DDSL)**  
Telephone Number: 01902 556350



Miss. K Jamieson  
**Family and Pupil Support**  
Telephone Number: 01902 556350



Mrs. K Batchelor  
**e-safety Lead**



Mrs. H Taylor-Ward  
**SENDCo**  
Telephone Number: 01902 556350

Our Safeguarding Team also links with:

**Chair of Governors:** Mrs. R Lambert  
**Safeguarding/Child Protection Governor:** Mrs. R Lambert  
**Contact:** r.lambert@wodensfield.org

# Keeping Children Safe

## Safeguarding | Wodensfield Primary

- Safeguarding is "Providing help and support to meet the needs of children as soon as problems emerge"
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Taking action to enable all children to have the best outcomes." Keeping Children Safe in Education 2024.
- We are here to support families and children so that they can thrive in a safe and caring environment.

At Wodensfield, we...

"Treat others as you would like to be treated yourself"

(Child Friendly Version of Safeguarding Policy)



All the adults around us think that our **health**, **safety** and **welfare** are very important. In our school, we respect all children and adults, and help to protect their rights.

We do our best to help all children make good educational progress.

Children are taught how to recognise risks in different situations, and how to protect themselves and stay safe.

We follow our three school rules of Ready, Respectful and Safe in everything we do.

**How are children protected at Wodensfield?**

We provide a safe environment for children to learn in:

We help to ensure that children remain safe, at home as well as at school;

We think it is important for our children to know where to get help if they are worried or unhappy about something.

Digital Ambassadors in KS2 help to ensure we stay safe on the online world of computing.

**Need to talk?**

You can talk to any adult in school if you need to, we will always be there for you.

Peer supporters are always ready to listen and help.

Don't forget the Honesty, Grateful and Worries Boxes in the Infant and Junior buildings.

Anti-Bullying Ambassadors run a drop-in session every Friday for anyone who needs a listening ear for a chat.

We also have a Friendship Club running at lunchtime to help support us without relationships.

# Meet the Team



Mr Fereday

Hello! I am Mr Fereday. My favourite subjects to teach are maths, D&T and forest school. I love playing rugby; I play for Wolverhampton (which is why I might be a bit bumped and bruised on Monday mornings!



Mrs Shackleton

Hello, my name is Mrs Shackleton. You all know that I am passionate about PE, sport and physical activity, but I also love History and English. In my spare time, I adore anything to do with the theatre, Disney and Harry Potter.



Mrs Colley

Hello, I am Mrs Colley and I will be supporting your learning in the coming year. I especially like Maths, Dance, Design Technology and Art. When I am not at school, I enjoy going to the theatre and watching my sons play rugby. I can't wait to meet you and work with you in Year 5!

# Our Vision and Values



## Wodensfield Vision and Values

Our school mission statement "AIM TO BE THE BEST YOU CAN" is at the heart of everything we do at Wodensfield.

### School Vision Statement

- 📖 We believe in inspiring and empowering all children to become independent, lifelong learners.
- 📖 Enabling them to become confident citizens, who make a positive contribution in the wider world.

We will achieve this by offering an inspirational curriculum which engages, enriches and excites learners in a stimulating and nurturing learning environment.

### School Values

Our school vision is underpinned by our values and behaviours.

- 📖 We believe that by listening and learning from each other; we will be **AIMING TO BE THE BEST WE CAN BE.**
- 📖 We have a collective responsibility; **TREATING OTHERS AS WE WOULD LIKE TO BE TREATED OURSELVES.**
- 📖 We work together as a team.
- 📖 We reflect on our actions in order to learn and improve.

### Our School Rules

Our school rules reinforce our values and behaviours.

All members of our school community work together to demonstrate that we are:

**READY RESPECTFUL & SAFE**

These values and behaviours reflect the

**"WODENFIELD WAY"**

# A well-educated Wodensfield Pupil can...

By working together, we will ensure your child is equipped to embrace the opportunities awaiting them in every stage of their educational journey.



# Transition to Y5 from Y4

- Transition details from year 4
  - Key information shared about the children
  - Targets shared
  - Last year's assessments shared
- Formative assessment process
  - On-going day-to-day assessment carried out to inform teaching
- Summative assessment process (NFER, Collins Reading and White Rose Maths assessments along with practice SATs SPaG papers)
  - Termly snapshot of where the children are

# The School Week

	8:50	8:50-9:20	9:20-	10:30-10:45	10:45-12:00	12:00-1:00				
Monday	Whole school assembly	PE	PE	PLAYTIME	Maths	DINNERTIME	Reading	English	Handwriting	
		Music			PE					Maths
Tuesday	Reading	English			Maths			Science		Forest School
Wednesday	Reading	English			Maths			History / Geography	Spelling test & Spell Zone	Class reader
Thursday	PE with Aspire	PSHE			Maths			Reading	English	French
								Computing		
Friday	Praise assembly	Maths		English		RE	Art	Class reader		



# English

## Speaking and Listening

Spoken language is important for children across the whole curriculum. It underpins the development of reading and writing. We ensure that the quality and variety of language that children hear and speak with us helps to develop their vocabulary and grammar and their understanding for reading and writing. This will ensure that we develop their confidence and competence in spoken language and listening skills.

In Year 5, we aim to do this in English by giving opportunities for children to:

- Explain their understanding of texts.
- Discussing their thinking aloud.
- Participate in role-play scenarios to take on the role of particular characters and respond appropriately to other characters.
- Create, improvise and perform playscripts.
- Participate in debates based on characters and scenarios from studied texts where they learn to articulate and justify opinions and arguments.

READING SHOULD NOT BE  
PRESENTED TO CHILDREN AS A  
CHORE, A DUTY. IT SHOULD  
BE OFFERED AS A GIFT.

—Kate DiCamillo

# English Reading

THERE IS MORE TREASURE  
IN BOOKS THAN IN ALL  
THE PIRATE'S LOOT ON  
TREASURE ISLAND.

—Walt Disney

In Year 5, we aim to continue to build on children's confidence and competence in reading in all curriculum areas, as well as in English and Guided Reading lessons. We try to achieve this by:

- Maintaining positive attitudes to reading.
- Reading and discussing a wide variety of different texts.
- Asking questions to improve their understanding.
- Learning to justify inferences using evidence from texts about characters' emotions, actions and motives.
- Making comparisons within and across texts.
- Exploring the meanings of words and phrases.
- Identifying how language and punctuation contributes to meaning.

We also strive to read aloud to children at least 3 times a week. We read whole books so that children have opportunities to meet books and authors that they might not choose to read themselves.

During English lessons over the year, we will read and study *The Twits* by Roald Dahl and *The Lion, the Witch and the Wardrobe* by C.S. Lewis, in addition to short stories and texts from a wide variety of genres.

# English Writing

Over the year, the children will produce a range of written work (primarily in their English lessons). These will be a mixture of fiction, non-fiction and poetry pieces.

Teachers will assess each child's piece and produce an overall judgement at the end of each term.

Children need to evidence a range of skills in their written work. They also need to be able to evidence neat, joined handwriting and a good grasp of the spelling rules.

Reading is one of the best ways to support your child's writing.

# English Writing

During Year 5, children will have the opportunity to practising writing in a variety of genres:

	<b>Titanic</b>		<b>The Twits by Roald Dahl</b>		
<b>Autumn</b>	Newspaper Report	Survivor Recount	Character Description	Prank Chapter	Playscript
<b>Spring</b>	<b>Legends</b> The Dragon Slayer	<b>Fables</b> The Fox and the Girl	<b>Story Poems</b> Cinderella	<b>Ancient Egyptian Myths</b> The Story of Osiris	<b>World War I</b> An Emotional Informal Letter to a Loved One
<b>Summer</b>	<b>The Lion, the Witch and the Wardrobe by C.S. Lewis</b>				
	Narrative Chapter	Formal Report on Professor Kirke	Formal Persuasive Letter	Formal Persuasive Argument	

The <sup>powerful</sup> train pulled into the hectic, bustling station. My heart bounced out of my chest in anticipation. As I got off - sweat dripping down my face - I saw a woman from the ship who aided my mum with lifting the threadbare bags. Standing in front of me, I saw a quirky man (arms wide open) standing in front of me with a large heavy, fluffy coat hugging him. With that same man, my mum (who looked overly excited) ran over and gave him a big bear hug. She introduced me to my dad. He came in to hug me but my arms felt stiff and I backed up. (feeling guilty). With his head down he started to leave us the way, his head <sup>feeling guilty</sup> down, <sup>lead</sup>

# New Handwriting Scheme

- This can be accessed online at home too; with a unique username and password.

yell	huge	bap	vans
eye	going	kept	stars
jaw	quay	apple	rest
jay	queen	back	ever

Letter-join 



# Maths

## Autumn Term

Place value	Addition and subtraction	Multiplication and division a	Fractions a
<ul style="list-style-type: none"><li>- Roman numerals</li><li>- Numbers to 1,000,000</li><li>- Finding 10, 100, 1000 more or less than</li><li>- Order and compare</li></ul>	<ul style="list-style-type: none"><li>- Mental strategies</li><li>- Round to check</li><li>- Inverse operation</li><li>- Multi-step questions</li></ul>	<ul style="list-style-type: none"><li>- Multiples</li><li>- Factors</li><li>- Prime, square and cube numbers</li><li>- <math>\times</math> and <math>\div</math> by 10, 100 and 1,000</li></ul>	<p>Improper fractions and mixed numbers</p> <p>Compare and order fractions</p> <p>Add and subtract fractions</p>

# Spring Term

Multiplication and division b	Fractions b	Decimals and percentages	Perimeter and area	Statistics
<ul style="list-style-type: none"><li>- Multiplying 4 digits by 2 digits</li><li>- Short division</li><li>- Remainders</li><li>- Problem solving</li></ul>	<ul style="list-style-type: none"><li>- Multiplying fractions by a whole number</li><li>- Fractions of amounts</li><li>- Find the whole number</li></ul>	<ul style="list-style-type: none"><li>- Decimals to 3 decimal places</li><li>- Equivalent decimals, percentages and fractions</li><li>- Order and compare</li><li>- Rounding</li></ul>	<ul style="list-style-type: none"><li>- Area and perimeter of rectilinear shapes</li><li>- Area and perimeter of compound shapes</li></ul>	<ul style="list-style-type: none"><li>- Line graphs</li><li>- Tables</li><li>- Two-way tables</li></ul>



# Summer Term

Shape	Position and direction	Decimals	Negative numbers	Converting units	Volume
<ul style="list-style-type: none"><li>- Classify angles</li><li>- Using degrees</li><li>- Calculate angles</li><li>- Regular and irregular polygons</li><li>- 3D shapes</li></ul>	<ul style="list-style-type: none"><li>- Coordinates</li><li>- Translation</li><li>- Symmetry</li></ul>	<ul style="list-style-type: none"><li>- Pairs to 1</li><li>- Add and subtract decimals</li><li>- <math>\times</math> and <math>\div</math> by 10, 100 and 1,000</li></ul>	<ul style="list-style-type: none"><li>- Understanding negative numbers</li><li>- Counting through 0</li><li>- Compare and order</li><li>- Find the difference</li></ul>	<ul style="list-style-type: none"><li>- Kilograms and kilometres</li><li>- Millimetres and millilitres</li><li>- Metric and imperial</li><li>- Time</li></ul>	<ul style="list-style-type: none"><li>- Cubic centimetres</li><li>- Compare and estimate volume</li><li>- Estimate capacity</li></ul>

# Foundation Subjects

During Year 5, children will have study the following topics in our Foundation Subjects:

	Autumn	Spring	Summer
<b>Art</b>	Titanic - Pencil Sketching Colour Blending Ancient Egyptian Art	Ancient Egyptian Art School Buildings – Pencil Sketching	Edwin Butler-Bayliss Study Industrial Revolution: Charcoal & Chalk Henri Rousseau Study Rainforest Art
<b>Design &amp; Technology</b>	Christmas Tree Decoration	Bridges	Pop-up Book
<b>French</b>	Food and Drink	Time and Travel	At the Beach and Weather
<b>Geography</b>	Deserts	Rainforests	Polar Biomes
<b>History</b>	Ancient Egyptians		History of Wednesfield
<b>Music</b>	Introduction to Guitars	Guitars: Chasing Cars	Guitars: Budapest
<b>Physical Education</b>	<u>Games activities</u> – Net games: Play in small games to score & defend. Movement around court. Develop co-operation between teammates. (Volleyball / tennis with no racquet skills focus) <u>Gymnastics activities</u> – Flight (5 basic jumps.)	<u>Games activities</u> – Invasion principles: Pass & movement with ball. Defend & intercept using hands. Setting up attacks. (Handball / basketball skills focus)	<u>Games activities</u> – Net games: Learn to perform a variety of shots in isolation & in games. Score & defend skills. Learn tennis rules. (Tennis skills focus with & without racquet) <u>Gymnastics activities</u> – Shapes & linking shapes
		<u>Dance activities</u> – Titanic	<u>Dance activities</u> – Narnia
	<u>Swimming &amp; Water Safety</u> – Swim over increased distances. Learn a range of strokes. Develop safe self-rescue skills. <u>QAA</u> – Problem solving. Communication & collaboration activities. Orienteering activities. Using equipment.		
<b>Religious Education</b>	Rites of Passage	Types of Prayer	Light and Temptation
<b>Science</b>	Earth & Space Properties & Changes of Materials	Animals including Humans	Forces Living Things and their Habitats

# Year 5 Project Challenge

During the Spring Term of Year 5, children are expected to complete an individual project on a topic of their choice. Children normally have at least 10 weeks to complete their project and are given an information guide to help them get started. Help from home is welcomed, but we stress that this project should be completed by the child. We encourage children to use a variety of resources to research their topic such as: the school library, the local library, books at home and the internet. We do stress that information found on the internet should not be copied and pasted onto pages.

Projects can be presented in a variety of forms such as handwritten, printed or handed in electronically as a Powerpoint document, for example.

Previous topics have included: World War II, Titanic, Singers, Actors, Sports, Famous People, Rainforest, Anime, Pets, Animals, Historical Civilisations, The Solar System, First Aid etc.

# Interventions in Year 5

- We aim to run a range of interventions in Year 5 to provide opportunities for children to catch up and keep up. We also identify children who are working at or have the potential to achieve greater depth and build in additional opportunities for these pupils to be challenged. These will primarily be focussed on Maths and English.
- These sometimes include children having to miss other aspects of the curriculum (but we aim to keep this balanced). Examples include:
  - Echo reading (to support fluent reading and comprehension)
  - Arithmetic
  - Greater depth writing
  - Small group sessions for children who may need more support

# Home-learning

## Reading

The expectation is to read out loud to someone else at home for **5 minutes, at least twice a week.**

This can be recorded and signed in their reading record.

## Spellings

Spelling sheets have been given out and sent via MME.

Spelling tests take place on a Wednesday afternoon.

## Homework

There will be homework set on **Mathletics and EducationCity** every Monday, to be completed by the following Monday.

There is a homework club on Tuesday and Wednesday lunchtime so it can be done at school if it is difficult to do at home.

# How can you support your child? Ways you can make a difference.

- Support with homework
  - Provide an appropriate space for home learning (if possible)
- Reading at home
  - Talk about what they are reading/have read
- Provide time for Mathletics and mental Maths
- Spend 5 minutes every day to practise spellings
- Encouraging independence
  - Build their resilience and strategies for working through challenges
- Links to games on websites (see [school website](#))

# Enrichment (educational visits, clubs)

Clubs available to Year 5 Children:

Art  
Animation  
Basketball  
Board Games  
Crochet  
Cheerleading  
Dance  
Dodgeball  
Football  
Gymnastics

Handball  
Hockey  
Mathletics  
Tag Rugby  
Tennis

Educational Visits

Planetarium (In-School)  
Rainforest Roadshow (In-School)  
Heath Park Drama Performance  
Visit (hopefully)  
Pendeford Mill Nature Reserve  
Visit

# Swimming onsite

- After half term, from Monday 6th November, children in year 3 to 6 will have their swimming sessions here.
- They will swim more than once per week. Once we have a schedule from our provider, we will share this with you.
- Children will swim in groups of 10 with two trained swimming instructors with lessons being 45 minutes in duration.



📷 Speedo Swim United ambassadors (back L-R) Anna Hopkin, Adam Peaty, Michael Gunning, Ellie Simmonds and Matt Richards launching the pop-up pool programme with children at Shireland Hall



# Assessment Weeks

	Who?	What?	When?
Autumn	Reception	Baseline Baseline visit	First 6 weeks of term
	Y2-6	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 25/9/23
	FS & KS1	CEW Phonics/RWI	
<b>Teacher Assessments to be uploaded by 1/12/23</b>			

	Who?	What?	When?
Spring	Y1	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 19/2/24
	Y2 and 6	NFER (Tests 2) (Reading and Maths paper)	w/c 19/2/24
	Y3-5	Collins Reading assessment and White Rose termly assessment (Spelling/CEW)	w/c 19/2/24
<b>Teacher Assessments to be uploaded by 15/3/24</b>			

	Who?	What?	When?
Summer	Y6	SATs	w/c 13/5/24
	Y1, 3-5	NFER (Tests 2) (Reading and Maths paper) (Spelling/CEW)	w/c 20/5/24
	Y1	Phonics	TBC
	Y2	Own assessments	June 2024
<b>Teacher Assessments to be uploaded by 21<sup>st</sup> June 2024</b>			

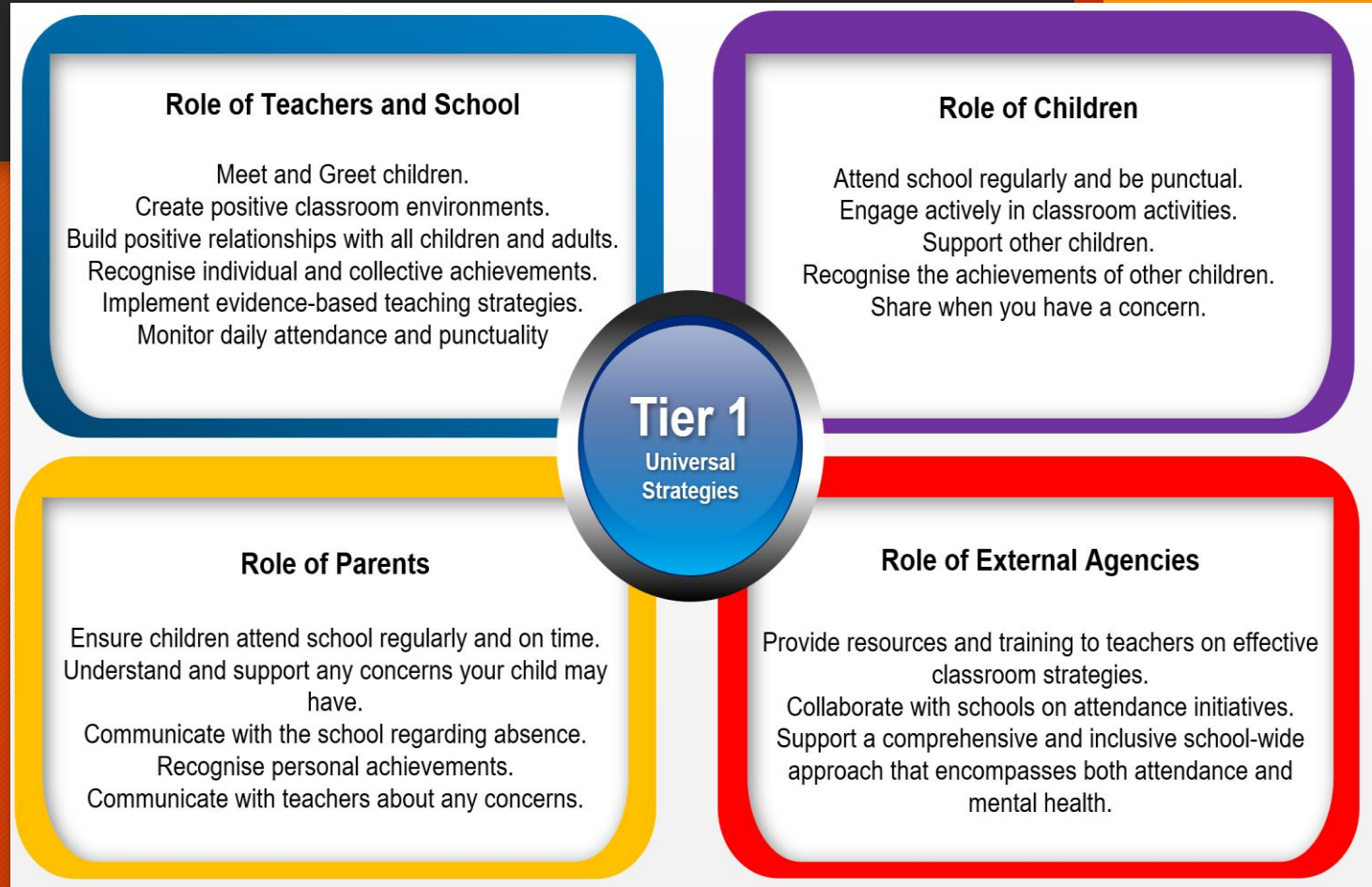
# Mental Health and Wellbeing

- We know that in order for children to succeed academically their mental health and wellbeing is vital.
- At Wodensfield all staff are committed to supporting your child to be the best they can be.
- Our curriculum aims to encourage children to develop the skills, knowledge and understanding they need to understand their feelings and be resilient to the challenges they encounter.
- We work with the Reflexions team who offer group and one to one support if needed.
- Together with your child's class teacher and teaching assistants, Miss Jamieson is also available to offer pastoral support.
- Mrs Walker is the school's Mental Health and Wellbeing lead.



# The Importance of School Attendance

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping your child's academic success, personal growth, and future prospects.



## Every Day at Wodensfield Matters Attend to Achieve

Attendance below 90% is classed as persistent absence and this means your child missing 19 or more days during the a

Attendance below 90% is classed as persistent absence and this means your child missing 19 or more days during the academic year. This is roughly equivalent to your child missing 1 day or more every 2 weeks, or around 6 days each term.



School starts at 8.40am  
The register closes at 8.50am.  
Learning starts at 8.50am

# Every Minute Counts

**LATENESS = LOST LEARNING**

(Figures below are calculated over a school year)

5 Minutes late each day	3 days lost!
10 Minutes late each day	6.5 days lost!
15 Minutes late each day	10 days lost!
20 Minutes late each day	13 days lost!
30 Minutes late each day	19 days lost!

How can you encourage and help your child to be ready to come to school in the morning?



Make sure they understand the importance of good attendance and punctuality



Discuss any problems they may have at school- inform their teacher about any concerns or difficulties. (See contact details)



It really helps to have everything ready for school the night before (bag packed, clothes ready, etc)



Make any appointments (Dentist, GP) for after school where possible



Make sure they have a good healthy breakfast

# Communication is key

## Ways to get in touch

- Email : Classteacher [Y5teacher@wodensfield.org](mailto:Y5teacher@wodensfield.org)
- Telephone : 01902 556350 to make an appointment to speak to the classteacher or a member of the Senior Leadership Team
- Attendance : 01902 556350- select attendance option
- Email : [office@wodensfield.org](mailto:office@wodensfield.org)



Any questions?