

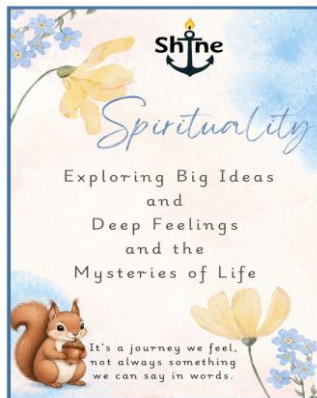
# Meet the Teacher

Class: Squirrels

Class teacher: Miss Morys

Maths teacher: Mrs Hill

Teaching assistant: Mrs.  
Johnston



Anchored in faith we shine!



# A Typical Day in Year 5

Gates open at 8:40am. A typical day in Year Squirrels class is fast paced and action packed!

Children arrive at school, hang their belongings and their coats on their pegs and settle down quietly to complete their early morning activities during registration time, which comprises of fluency Maths and handwriting.

Throughout the week. Monday - Friday, there will be a variety of Collective worship assemblies, including singing worship, Open the Book and Reverend Craig led worship.

On Fridays, the children will be doing mindfulness.

They then move straight into morning lessons, which are the core subjects: English - taught by Miss Morys and Maths taught by Mrs Hill.

The afternoon runs similarly to the morning, with topic based learning and also reading sessions that will comprise of either Love for Reading sessions or Reciprocal Reading sessions.



# How we assess the children...

Assessment in KS2 is carried out daily, using live feedback and targeted questioning as the children are working. This is to ensure that feedback is immediate and children can respond immediately, ensuring the misconceptions are quickly addressed.

At the start of every new unit, the children will complete a pre-assessment quiz and at the end of the unit, they will complete the another quiz, which is a measure of progress throughout the topic.

Children will then have adapted work to suit their ability or need.

Throughout the year, children will take part in assessments in reading, phonics, writing and mathematics to inform us of next steps; gaps in learning etc.

The Statutory Assessment does not make up the whole picture. We use teacher assessment to make a final judgement on whether children have met the Expected Standard for the end of Year 5.

Throughout the year, there will be regular opportunity to discuss your child's progress and attainment, at Parent Consultations. Please attend!





# Key Topics this year...



What can the census tell us about local areas?



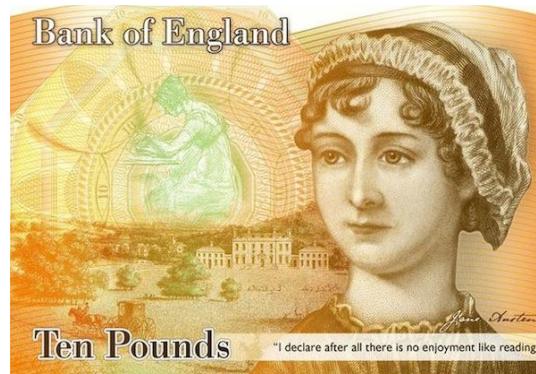
Why does population change?



What is the legacy of the ancient Greek civilisation?



Why do oceans matter?



Unheard histories: Who should go on the £10 banknote?



Can I carry out an independent fieldwork enquiry?

# Example Class Timetable...

Hares - Weekly Timetable - 7.9.26 - Squirrels

|   | Register                                                                                                                                                                      | Collective Worship                                                                                                          | Lesson 1                                                                                                                                   | Lesson 2 | Break                                                                                          | Lesson 3                                                                                         | Lesson 4    | Lunch                                                                                          | Lesson 5                                                                                                                                                                              | Lesson 6                                                                                                                   | Lesson 7                                                                                                                            | School Day End 3.20 |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|   | 8.45-8.55                                                                                                                                                                     | 9.00-9.30                                                                                                                   | 9.30-10.30                                                                                                                                 |          | 10.30-10.45                                                                                    | 10.45-11.15                                                                                      | 11.15-12.00 | 12.00-1.00                                                                                     | 1.00 - 1.30                                                                                                                                                                           | 1.30-2.00                                                                                                                  | 2.00-3.00                                                                                                                           | 3.15                |
| M | Maths<br>5 A Day<br>$\begin{pmatrix} 2 \\ +3 \\ \hline 5 \end{pmatrix}$<br>Handwriting<br>   | Whole School Collective Worship<br>        | English<br>(ABC)<br><br>Yr 5 - Spellings & SPAG focus                                                                                      |          | Break<br>   | Maths<br>$\begin{pmatrix} 2+3=5 \end{pmatrix}$<br>Taught by Mrs Hill<br>Place Value              |             | Lunch<br>   | Reading<br>FFT<br><br>Text: Anne Frank                                                             |                                                                                                                            | PSHE<br><br>L.I: Zones of Regulation<br>Lesson 5 | END OF DAY          |
| T | Maths<br>5 A Day<br>$\begin{pmatrix} 2 \\ +3 \\ \hline 5 \end{pmatrix}$<br>Handwriting<br>   | Whole School Collective Worship<br>        | PPA<br>PE<br>                                             |          | Break<br>   | PPA<br>PE<br> |             | Lunch<br>   | RE<br><br>L.I: Who is Jesus?                                                                       |                                                                                                                            | Computing<br><br>L.I: Life online                | END OF DAY          |
| W | Maths<br>5 A Day<br>$\begin{pmatrix} 2 \\ +3 \\ \hline 5 \end{pmatrix}$<br>Handwriting<br>   | Open the book<br>                          | English<br>(ABC)<br><br>Class text: Some Places More Than Others<br>Yr 5: L.I: Analyse a given picture                                     |          | Break<br>   | Maths<br>$\begin{pmatrix} 2+3=5 \end{pmatrix}$<br>Taught by Mrs Hill<br>Place Value              |             | Lunch<br>   | Reading<br>FFT<br><br>Text: Anne Frank                                                             | History<br><br>L.I: What is the Census? |                                                                                                                                     | END OF DAY          |
| T | Maths<br>5 A Day<br>$\begin{pmatrix} 2 \\ +3 \\ \hline 5 \end{pmatrix}$<br>Handwriting<br> | Singing Collective Worship<br>           | English<br>(ABC)<br><br>Class text: Some Places More Than Others<br>Yr 5: L.I: Tiered vocabulary                                           |          | Break<br> | Maths<br>$\begin{pmatrix} 2+3=5 \end{pmatrix}$<br>Taught by Mrs Hill<br>Place Value              |             | Lunch<br> | Science<br><br>Start of unit assessment<br>L.I: Lesson 1: Life cycles and reproduction in plants |                                                                                                                            | END OF DAY                                                                                                                          |                     |
| F | Register<br>Class set up<br>                                                               | PAWS B<br><br>Mindfulness<br>Miss Morrys | FFT<br>/ Love for Reading<br><br>Yr 5: Text: Anne Frank |          | Break<br> | Maths<br>$\begin{pmatrix} 2+3=5 \end{pmatrix}$<br>Taught by Mrs Hill<br>Place Value              |             | Lunch<br> | Art<br><br>L.I: Poem Portrait                                                                    |                                                                                                                            | END OF DAY                                                                                                                          |                     |



# Home Learning...

All children will be expected to complete daily reading at home - we recommend at least 20 minutes.

Times Tables Rockstars practice is essential also, to help underpin fluency in mental calculations - quick mental recall helps with many other areas in maths, including fractions.

We will also set a homework activity that will prepare for a 'Big Write' at the end of each term.

This will be set on Google Classroom, so please ensure your child is able to access this.

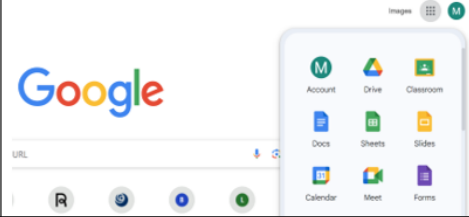
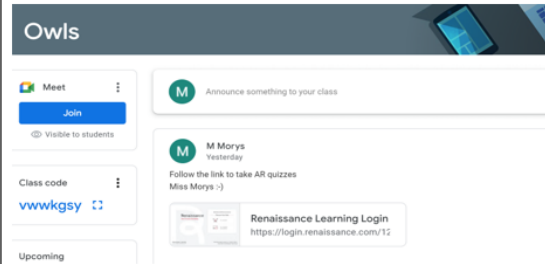


# Home Learning...

The children will need to be able to access various programs at home to complete some of the home learning:

- welearn365.com
- Google Classroom
- Accelerated Reader
- TT Rockstars

Username and Passwords are available for each child.

| Program                                           | Username | Password | Classcode     | Special instruction                                                                                                                                                                                                           |
|---------------------------------------------------|----------|----------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| welearn365.com                                    |          |          | N/A           | <p>When accessed find <u>Shottery St Andrews</u> in the drop-down menu.</p>                                                                |
| Google Classroom<br>(accessed via welearn365.com) |          |          | <u>vwkgsy</u> | <p>Click on the circle with 9 dots, on the <u>right hand</u> side of the screen, next to user initial, after logging onto welearn365.</p>  |
| Accelerated Reader                                |          |          | N/A           | <p>There is a link that can be accessed on Google Classroom in the stream.</p>                                                            |
| TTRS                                              |          |          | N/A           |                                                                                                                                          |



# Communication...

## Timetable

|          | Regular                              | Collection Workshop                                 | Lesson 1                                            | Lesson 2    | Break                                                       | Lesson 3                                                    | Lesson 4   | Lunch                                                         | Lesson 5                                | Lesson 6        | Lesson 7   | School Day End 3:45 |
|----------|--------------------------------------|-----------------------------------------------------|-----------------------------------------------------|-------------|-------------------------------------------------------------|-------------------------------------------------------------|------------|---------------------------------------------------------------|-----------------------------------------|-----------------|------------|---------------------|
|          | 8:45-9:00                            | 9:00-9:30                                           | 9:30-10:30                                          | 10:30-10:45 | 10:45-11:00                                                 | 11:00-12:00                                                 | 12:00-1:00 | 1:00-2:00                                                     | 2:00-3:00                               | 3:00-3:15       |            |                     |
| <b>M</b> | Maths 5 A Day<br>Collective Workshop | Maths 2+3+5<br>1.1. Clock and half past (1)         | Maths 2+3+5<br>1.1. Clock and half past (1)         | Break       | Phonics<br>1.1. To understand how the nursery rhyme changes | English<br>1.1. Reading comprehension SATs test             | Lunch      | Science<br>1.1. To understand the water cycle                 | PSHE<br>1.1. To explore the water cycle | Low for Reading | END OF DAY |                     |
| <b>T</b> | Maths 5 A Day<br>Collective Workshop | Maths 2+3+5<br>1.1. Quarter past and quarter to (2) | Maths 2+3+5<br>1.1. Quarter past and quarter to (2) | Break       | Phonics<br>1.1. To understand how the nursery rhyme changes | History<br>1.1. To understand how the nursery rhyme changes | Lunch      | DT<br>1.1. To understand how the nursery rhyme changes        | PSHE<br>1.1. To explore the water cycle | Low for Reading | END OF DAY |                     |
| <b>W</b> | Maths 5 A Day<br>Collective Workshop | Maths 2+3+5<br>1.1. Tell the time past the hour (1) | Maths 2+3+5<br>1.1. Tell the time past the hour (1) | Break       | Phonics<br>1.1. To understand how the nursery rhyme changes | English<br>1.1. To understand how the nursery rhyme changes | Lunch      | Geography<br>1.1. To understand how the nursery rhyme changes | PSHE<br>1.1. To explore the water cycle | Low for Reading | END OF DAY |                     |
| <b>T</b> | Maths 5 A Day<br>Collective Workshop | Maths 2+3+5<br>1.1. Tell the time for the hour (4)  | Maths 2+3+5<br>1.1. Tell the time for the hour (4)  | Break       | Phonics<br>1.1. To understand how the nursery rhyme changes | English<br>1.1. To understand how the nursery rhyme changes | Lunch      | PE<br>1.1. To understand how the nursery rhyme changes        | PSHE<br>1.1. To explore the water cycle | Low for Reading | END OF DAY |                     |
| <b>F</b> | Maths 5 A Day<br>Collective Workshop | Maths 2+3+5<br>1.1. To explain what the clock is    | Maths 2+3+5<br>1.1. To explain what the clock is    | Break       | Phonics<br>1.1. To understand how the nursery rhyme changes | English<br>1.1. To understand how the nursery rhyme changes | Lunch      | PE<br>1.1. To understand how the nursery rhyme changes        | PSHE<br>1.1. To explore the water cycle | Low for Reading | END OF DAY |                     |

## Parent Newsletter & Weekly News Letter

Let your light shine before others that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

**Hare's Class Newsletter**  
Autumn 1

YR 3 & 4

Welcome back Hares! I hope you all had a lovely and restful half term break. As we head into the final stretch of the Summer term, I'm looking forward to making the most of our last seven weeks together, as year 2 pupils. There's smiles of exciting learning ahead, memorable experiences and an exciting trip. Let's get ready to enjoy every moment we can as we wrap up a fantastic year in Owls class!

**CURRICULUM**

Our topic focus this half term is: Geography  
- What is it like to live by the coast?

Maths: White Rose - Times, Statistics, Position and Direction, Fluents in 5, Cracking times tables

English: Main Class Text: Toys in Space by Mrs. Gray. Outcomes: Found postcard, diary entries, speech bubbles, notes of children, space logs, illustrations, fantasy setting descriptions. Main Outcomes: Own version fantasy world narrative.

PE - Fifth Kicks - Sports Day Practice / Folding games. Get Set for PE - Team building / Yoga

Humanities - Kapow - Geography: What is it like to live by the coast?

DT - Textiles - Pouches

Science - Plant based materials

RF - What has this Coventry blizz shared with us?

## Parent Mail

**Attention all parents!**

**ParentMail**  
Have you registered?

It's an easy, convenient way to receive school messages.

**You can:**

- ✓ Receive messages on your computer, tablet or mobile
- ✓ See all your messages in one handy, uncluttered feed
- ✓ Link to other schools or clubs that also use ParentMail
- ✓ Keep up to date with your school calendar
- ✓ Authorise tips or permissions online

**Registering is really easy...**  
Ask your school office to send you a registration message

## Google Classroom



Google Classroom

## Class Dojo



## Facebook

**Shottery St Andrew's Primary School**  
35 likes · 70 followers

[Contact Us](#) [Message](#) [Like](#)

**Intro**  
Shottery St Andrew's Primary School is a small school for pupils aged 4-11 years in Stratford-upon-Avon.

**Page** - Primary school

3 Hathaway Lane, Stratford-upon-Avon, United Kingdom

01789 551508

Admin3057@welearn365.com

shotterystandrewprimary.org.uk

**Featured**  
Shottery St Andrew's Primary School  
23 January

We are really excited to share that the Scholastic Book Fair is arriving on 26th March - you will be able to visit the boo...

**COME TO THE BOOK FAIR**

# Communication...

We are always here to support and listen. You may come and talk to us at the end of the school day. If it is urgent please email the school office.

If you have any minor inquiries, such as lost items/afterschool clubs, you can contact us via Class Dojo.

Important issues can be spoken about in person and appointments with teachers can either be made directly with teachers or via the school office.

Serious injuries will be either a phone call home or a face to face chat. Minor injuries such as cuts and grazes will be communicated via accident forms which are given out at the end of the day.



# Additional Support/Concerns...

If you have any concerns about your child or need our support you can contact me directly through Dojo or come and talk to me after school.

You can also contact the school office and arrange a meeting.

The DSL team are always welcoming and can support you with your concerns.





# Attendance

## Attendance and Punctuality

### Attendance, Punctuality and Leave of Absence Information

PLEASE NOTE, WE REFER ALL LEAVE OF ABSENCE REQUESTS TO THE WARWICKSHIRE ATTENDANCE SERVICE

#### Attendance

Attendance at all school sessions is required by law. The only exceptions to this are in cases of illness or where special leave-of-absence has been granted. Missing a few days of school here and there may not seem a big deal, but research shows that it can have a significant impact on children's learning. An attendance rate of 95% is generally considered good and at Shotton the Governors have set a school attendance target of 96% which means only 7.5 days can be missed across the year. Persistent absence is defined as an attendance rate of 90% or below.

Attendance is monitored in line with the school policy and parents will be informed about their child's attendance throughout the year. Should a child's attendance percentage decline to 95%, parents will be contacted to make them aware that they are approaching the persistent absentee category of 90%. We have a comprehensive range of incentives and rewards in place, both at class level and individually, for children who achieve good levels of attendance:

Please see our Attendance and Punctuality policy for further details. This can be found in the Key Information section.

# Attendance

## Every day counts

|                 |                |                                    |
|-----------------|----------------|------------------------------------|
| 100% attendance | 0 days missed  | No learning missed!                |
| 97% attendance  | 5 days missed  | A weeks learning missed            |
| 94% attendance  | 12 days missed | 2 weeks and 2 days learning missed |
| 90% attendance  | 19 days missed | 3 weeks and 4 days learning missed |
| 85% attendance  | 30 days missed | 6 weeks of learning missed         |
| 80% attendance  | 40 days missed | 8 weeks of learning missed         |

## Every minute counts

|                           |                  |                          |
|---------------------------|------------------|--------------------------|
| Always on time!           | No hours missed! | No learning lost!        |
| 5 minutes late each day   | 15 hours missed  | 3 days learning missed   |
| 10 minutes late every day | 32 hours missed  | 6.5 days learning missed |
| 20 minutes late each day  | 65 hours missed  | 13 days learning missed  |
| 30 minutes late each day  | 95 hours missed  | 19 days learning missed  |

90% attendance, or only 5 minutes late, may sound like a small issue, but the amount of learning missed is huge!

Make each day count

## Attendance Procedures

### Absence

If your child is going to be absent from school, you must contact the school office before 9:00am to provide a reason for absence.

### Medical evidence

If your child is absent from school and is at risk of becoming persistently absent (at risk of falling below 90%) you may be required to provide medical evidence for your child's absences.

This way, we can make sure absences are authorised.

### Punctuality

If your child arrives to school after registration closes, your child will receive an unauthorised late mark – this impacts your child's attendance.

### PA/ risk of PA

We want to avoid children becoming persistently absent (below 90%)

Interventions will be put in place when your child's attendance becomes at risk of becoming PA. This may include supportive parent meetings.

### Fines/ holidays

Holidays are in no circumstance unauthorised by school. Unauthorised absence due to holidays will result in a fine being issued from Warwickshire County Council.

## Celebrating Attendance

Celebrating children's attendance achievements is key to keeping our children motivated and engaged.



We celebrate attendance in so many ways such as...

Weekly class prizes (Perfect Attendance)

Individual half term certificates for 100% attendance and Improving attendance



# Expectations...

Behaviour Curriculum - high expectations, in class, in the playground, moving around school, on educational visits, when visitors are in and during after school clubs.

3 School Rules - Be Respectful, Be Responsible, Be Safe

School uniform / PE kit / Lost Property - LABEL!

Presentation, in school and when completing homework.

Encourage independence - children to inform when they need a book changed, need to hand in a letter, bring sheets and uniform home, hand homework in.

Named water bottle needs to be in school every day.





# Celebrating Success...

Celebration Assembly every fortnight

Topic Sharing Events

Looking at the website, Google Classroom and Dojo sharing

Dojo points, Stickers, House Points, Headteacher certificates, Values Awards, Dojos, Hot Chocolate treat with Miss Morys weekly.



# AOB...

Please ensure children are equipped with their own pencil case that includes: a glue stick, pencil, short ruler, rubber, green highlighter, sharpener.

Please encourage as much independence as possible when doing homework.

Healthy snacks - no chocolate, no nuts.

Come to school in PE Kit on Tuesdays.

Follow us on Facebook.

