



# Bordesley Green Primary School



We care, we create, we champion.  
Individually we succeed, together we  
excel.





# Bordesley Green Primary School



Welcome to meet the teacher.





# Your Child's Team



Mr Austin – 5A

Miss Begum – 5B

Mrs Mahmood – 5M



## Phase 3 Assistant Headteacher

Mr Miller

Miss Pennington  
(until October)





# Our School Values



- Resilience
- Empathy
- Self-control
- Perseverance
- Equality
- Courage
- Teamwork

## RESPECT

One child per class who has shown our school values in their good behaviour will be picked each week to receive an award from Mr Holmes





# Our School Rules

All children have the right to develop their potential and be safe and so must take on the responsibility of following our school rules.

We will:

**Use kind hands, feet and words to everyone**

**Be honest**

**Respect our equipment, school and grounds**

**Listen carefully and follow instructions**

**Work hard and help others to work hard too**

**Demonstrate self-control**

**Show empathy towards others**

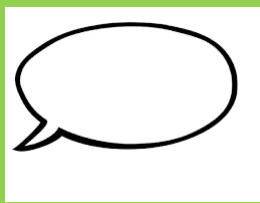


# Our Positive Behaviour System

In keeping with our school motto, “Being Great Produces Stars”, children are rewarded with stars for following the school rules and for demonstrating positive learning behaviour in school.

In every classroom, we have a “Good to be Green” display, on which every child has a card and an aim to keep it showing “Good to be Green” at all times. This represents meeting behaviour expectations. At the end of each week, 5 stars are awarded to every child who has maintained this green through the week.








# Consequences

Staff will use the following process when dealing with inappropriate behaviours:



1. A verbal reminder of appropriate behaviour is given.
2. A blue card is given: children will miss 5 minutes of their playtime.
3. A yellow card is given : children spend 15 minutes in Time Out. (Children can work towards moving back to a green card from both a yellow and blue, by improving their behaviour choices and hence earn back their breaktime.)
4. Children can move onto a red card if their behaviour does not improve. A red card may be given straight away for the following incidents: violent behaviour, stealing, bullying, racism, deliberately damaging school property and equipment and persistent refusal to follow instructions given by an adult.
5. A red card will result in children missing 30 minutes of their lunch time in Time Out.
6. Parents will be spoken to by the class teacher regarding their child's behaviour after their first red card.
7. Further red cards will lead to more formal meetings between parents and class teacher, followed by members of the Leadership Team meeting with parents. By the fourth red card, children are put on a behaviour report card with the Headteacher.










# Our Curriculum: broad, balanced and full of cultural legacy



At Bordesley Green Primary, we recognise that every child is on their own learning journey and we will strive to ensure that the children are supported to do the very best they can. As part of our recovery curriculum, we are looking forward to immersing the children in a **broad and balanced curriculum that reflects their cultural heritage.**

We will continue to deliver creative, engaging topics so that the learning is fun and purposeful. We will also weave relevant English or Maths objectives.





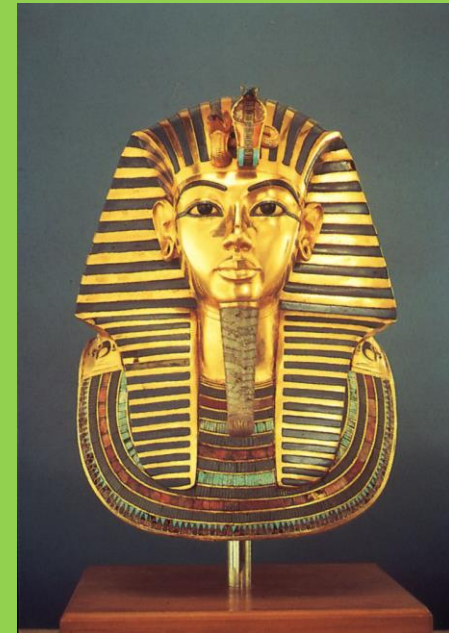
# Year 5 Topics

It's a Material World

Forest Runners

Return of the Mummy

May The Force Be With You





# English

## Our Vision




\*Every child will be challenged to reach their full reading and writing potential

\*Children to develop a love of literature that will guide them through their education enabling them to have natural curiosity and a thirst for knowledge.





\*Reading and writing will be interwoven throughout the curriculum

\*All children will have equal access to an English curriculum that is challenging, exciting and personalised



\*Children will be exposed to literature that represents who they are and allows them to establish their identity and cultural heritage





# Reading

Reading is the foundation to all other learning.

Ensuring that your child is reading every day is a fantastic way to support their education.

This year we will be focusing the Reading homework on home readers.





# Writing

To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.
To describe settings, characters and atmosphere to consciously engage the reader.
To use dialogue to convey a character and advance the action with increasing confidence.
To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
To begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.
To create paragraphs that are usually suitably linked.
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
To use the full range of punctuation from previous year groups.
To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
To use brackets, dashes or commas to begin to indicate parenthesis.
To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
To spell many verb prefixes correctly, e.g. <b>de</b> activate, <b>over</b> turn, <b>mis</b> conduct, etc.
To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.



# Reading



## Working at the Expected Standard:

### Pupil(s) are beginning to independently apply their knowledge:

to read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1\*) and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

to maintain positive attitudes to reading and understanding of what they read by:

- when reading out loud, adapting intonation, tone and volume to suit the purpose and audience;
- making comparisons within and across books;
- reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.



to understand what they read by:

- explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text;
- asking questions about a text;
- drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence;
- making predictions based on details stated and implied with evidence from the text.

to distinguish independently between statements of fact and opinion.



to retrieve, record and present information from texts to other readers in informal notes and formal presentations.

to participate in discussions about books that are read to them and those they can read for themselves.








# Spelling



Spellings are personalised to your child. The children sit an initial test at the start of the year to identify any gaps or the next steps in their spelling knowledge. This forms the spellings they are sent home with. Please ensure you know when your child's spellings will be sent home and when they will be tested so you can support them at home. It is expected that parents actively work with their children to practise the weekly spellings that are sent home. Children will receive rewards for spelling words correctly during the test and in their work.







# Maths






## Our Vision





At Bordesley Green Primary School, we intend our children to understand that the habits of thinking mathematically are life-enriching, recognising that it is vital to be numerate in order to participate fully in society.



- We intend our children to be number-fluent, showing that they know more, remember more and understand more, and be able to apply their number fluency to discuss and reason about their mathematics, explaining 'how' or 'why' or identifying how they could improve.
  - It is our intention that every young person, regardless of background, experiences a rich and meaningful mathematics education, relevant to real life experiences and reflective of the society in which they live.
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# Maths




Maths is taught in a cycle. The same topics are covered at different points through each year, with children building gradually within each topic and also increasingly seeing how the different topics link together.

One of the key things we encourage, to help children with their maths, is to learn key facts. This includes facts like number bonds and times tables. If they “know” these without having to think about them, they can then focus their thinking power on more complicated problems and explain ‘how’ and ‘why’ (reasoning and problem solving). For this reason, we really value your support practising these facts at home.












# Maths

## Key Objectives




- 
- Read and write numbers to at least 1,000,000.
  - Order and compare numbers to at least 1,000,000 and determine the value of each digit.
  - Interpret negative numbers in context.
  - Count forwards and backwards with positive and negative whole numbers, including through zero.
  - Add and subtract numbers mentally with increasingly large numbers.
  - Add and subtract whole numbers with more than 4 digits using formal written methods (columnar addition and subtraction).
  - Complete, read and interpret information in tables, including timetables
  - Convert between different units of metric measure (km/m, cm/m, cm/mm, g/kg, l/ml).
  - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
  - Compare and order fractions whose denominators are all multiples of the same number.
  - Add and subtract numbers mentally with increasingly large numbers.
  - Add and subtract whole numbers with more than 4 digits using formal written methods (columnar addition and subtraction).
  - Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
  - Calculate and compare the area of rectangles (including squares) using standard units ( $\text{cm}^2$  and  $\text{m}^2$ ).
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# Tests and Assessments


Teachers assess children all the time. Listening to their answers, observing them in lessons and marking their independent work all gives us valuable information about the things they can do and what they need to work on next.




However, we do also use more formal testing at times to help build this picture of their achievement:



- At the end of Year 1 (June), children sit the Phonics Check
- In Year 2 and Year 6, children complete statutory national assessments in English and Maths during May
- In June, Year 4 will complete a statutory times tables test



We also use in-school tests at other times in the year for all other year groups to give us an understanding of what children can do independently based on the prior few months of learning.



# Online learning

Please regularly use

**My Maths**

**TT Rock Stars**



# Parents as Partners

Homework	Amount	Day given out	Due Date
Reading Book	25-30 minutes per day	Every day	
Spellings	5 minutes per day	Friday	Friday
My Maths	1 Activity per week	Friday	Wednesday
TT Rock stars	5-10 minutes per day		

## Working in Partnership-Homework

Homework is essential in Y6 as it will support their learning in class and their independent understanding for exams.



# Parents as Partners



Other ways to support your child's learning journey:

- Reading: Sharing and reading books together; talking about what they have read; visiting the library.
- Spellings: Ensuring they learn their weekly spellings
- Maths: Ensuring they can recall times tables at speed and can relate to other facts e.g  $0.9 \times 6 = 5.4$
- Half term Challenges: working together to research, make something or visit somewhere. If you can, give your children experiences so can use them for stories and knowledge.



# Working in Partnership-Our Website



## Parental Engagement

At Bordesley Green Primary School we value parents as partners, we believe that for children to reach their full potential parents/carers and school need to work together in unison.

We offer a wide range of opportunities for parents to part of their child's education. Our Parent Ambassadors offer a programme of classes for parents in our Community Hub. Please see the [Parent Ambassadors](#) page for further details.

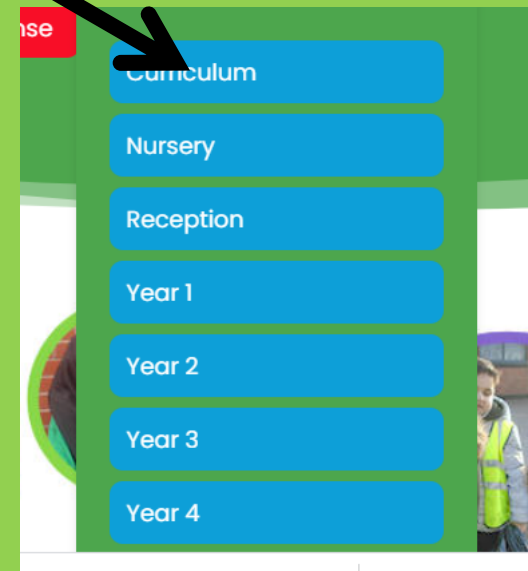
In Reception, Year 2 and Year 6 parents will be invited to attend a meeting outlining the End of Year expectations for the appropriate year group and strategies and ideas on how they can support their child to reach them at home. This will be supported by an End of Year expectations document.

Parents' Evenings are held once a term and are a designated time for parents to speak to their child's teacher about their personal and academic progress however as a school we encourage an open dialogue with parents.

Parents of children with a special educational need also have a designated time with the school's Special Educational Needs Coordinator or her Deputy to discuss the child's progress. In addition, the school SENCO and Deputy are on the playground regularly checking in with parents.

### Workshops

Parent workshops can also be devised and delivered based on the schools key areas of focus.

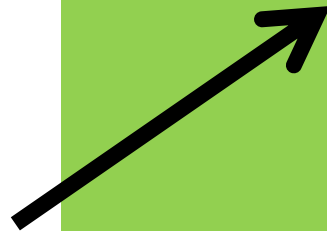


# Working in Partnership-Our Website



## Summer Term 2 2021




- ▶ [Year 1 Knowledge Organiser](#) PDF
- ▶ [Year 2 Knowledge Organiser](#) PDF
- ▶ [Year 3 Knowledge Organiser](#) PDF
- ▶ [Year 4 Knowledge Organiser](#) PDF
- ▶ [Year 5 Knowledge Organiser](#) PDF
- ▶ [Year 6 Knowledge Organiser](#) PDF



knowledgeorganiser-y6.pdf

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### Knowledge Organiser – Geography: Time Travel

Key Knowledge		Key vocabulary											
 <p><b>Political Maps:</b> A Political Map represents countries, states and towns. Often they are painted different colours so we can see them better. This map shows names and boundaries.</p>	<p><b>Political Maps</b> V <b>Physical Maps</b></p>	 <p><b>Physical Maps:</b> Physical maps show natural features such as mountains, lowlands, major rivers, seas, oceans and ecosystems like deserts and rainforests on a global scale.</p>	<table border="1"><tr><td><b>capital city</b></td><td>A city that functions as the seat of government and administrative centre of a country.</td></tr><tr><td><b>city</b></td><td>A larger town that has been given a charter to make it a city. Normally a city has a cathedral.</td></tr><tr><td><b>aerial photograph</b></td><td>A photograph taken from above of an object or a piece of land</td></tr><tr><td><b>Physical geography</b></td><td>Physical geography is the study of the natural world and how it can change eg the course of a river, weather.</td></tr><tr><td><b>Human geography</b></td><td>Human geography is the study of how humans have had an impact on the natural world eg building of houses and roads, deforestation.</td></tr></table>	<b>capital city</b>	A city that functions as the seat of government and administrative centre of a country.	<b>city</b>	A larger town that has been given a charter to make it a city. Normally a city has a cathedral.	<b>aerial photograph</b>	A photograph taken from above of an object or a piece of land	<b>Physical geography</b>	Physical geography is the study of the natural world and how it can change eg the course of a river, weather.	<b>Human geography</b>	Human geography is the study of how humans have had an impact on the natural world eg building of houses and roads, deforestation.
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 <p><b>Map Scale</b></p> <p>The size of the area covered helps determine the scale of a map. A map that shows an area in great detail, such as a street map of a neighbourhood, is called a large-scale map because objects on the map are relatively large. A map of a larger area, such as a continent or the world, is called a small scale map because objects on the map are relatively small.</p> <p>Today, maps are often computerized. Many computerized maps allow the viewer to zoom in and out, changing the scale of the map. A person may begin by looking at the map of an entire city that only shows major roads and then zoom in so that every street in a neighbourhood is visible.</p>													



## Parents

We want to support you as parents too. We recognise that some families from time to time need additional support and our parent ambassador can help.

If you would like to talk someone about any worries you may have, or need more information on services that can support you in difficult times, please see our Parent Ambassador, or email:

[thehub@bordsgrn.bham.sch.uk](mailto:thehub@bordsgrn.bham.sch.uk)







## Key Days in Year 5

Class Spelling Test – Every Friday



### Personal Spelling Test

All classes - Friday



### PE

5A – Tuesday and Thursday

5B – Monday and Thursday

5M – Tuesday and Friday



### MyMaths Homework

All classes – Friday





SchoolPing is the **free app** that we use to communicate with all parents.

Please make sure you have downloaded it and can receive messages and have **notifications** turned on.



# Attendance and punctuality

Please make sure your child is in school as much as possible.

If they miss time off school, it does have an impact on their learning.

Mr Miller will be meeting with some parents and children to set targets for this year.

If you are worried about your child's health, please speak to us.

4 days  
Absence

7 days  
Absence

10 days  
Absence

15 days  
Absence

16 days  
Absence

19 days  
Absence

**Pupil's attendance is at risk of becoming a concern.**

Class teacher will discuss attendance with parents.

Early intervention considered where there is a history of low attendance or a recognisable pattern of absence.

**Concerning levels of child absence.**

Stage 1 letter sent out when attendance drops to 96%.

Phone call or conversation with parents if there is no improvement.

Possible early help support offered.

**The child is at high risk of Persistent absence**

Stage 2 letter sent out requesting parents attend an informal meeting with a senior member of the attendance team to discuss concerns.

Where absence to date has been authorised a medical evidence letter will be issued.

Early Help support reviewed or offered.

**The child is at serious risk of Persistent absence.**

FAST Track proceeding start.

Stage 3 (SARM) letter sent to parents.

Attendance leader formal meeting with parents (SARM).

Review early help and previously agreed actions.

Agreed attendance plan put in place.

**The child is at serious risk of Persistent absence.**

Formal warning notice sent to both parents following an additional unauthorised absence.

Pupil's attendance monitored on a daily basis.

Continued internal programmes of support

A multidisciplinary approach to be considered and offered.

**The child is now considered a Persistently Absent child.**

Persistent Absence is when a pupil enrolment's overall absence equates to 10 per cent or more of their possible sessions.

Over an academic year this equates to 19 days.

At this stage the child will be PA for the remainder of the school year.

If criteria has been met a referral to the Birmingham Attendance Legal Intervention Team will be made which could result in a penalty notice being issued and/or court proceedings being taken.

Safeguarding referrals at this stage can be made.

The child and family will continue to be supported.

Thank you so much



We hope this information has been useful and please don't hesitate to ask any questions.

Parents have always been a valuable part of our Bordesley Green Primary Community.

You have always been generous with your time and efforts in supporting the children.

