



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

Mrs Jabeen – 5J



Miss Begum – 5B



Mr Wall– 5W



Ms Bano



Ms Gallagher



Mrs Parveen



Phase 3 Assistant Headteacher

Miss Clayton



FIRST

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.

Just to go
over ...

SECOND

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



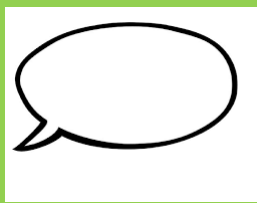
Our Positive Behaviour System

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.

We don’t have the “Good to be Green” display any more but we are still using the same system and have the same high expectations.

At the end of each week, 5 stars are awarded to every child who has maintained being on green every day.








Consequences



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

1. A verbal reminder of appropriate behaviour is given.
2. A 'Stop & Think' card is given to help the child regulate their behaviour.
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 'stop & think', by improving their behaviour choices and hence earn back their break time).
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 Head teacher.








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

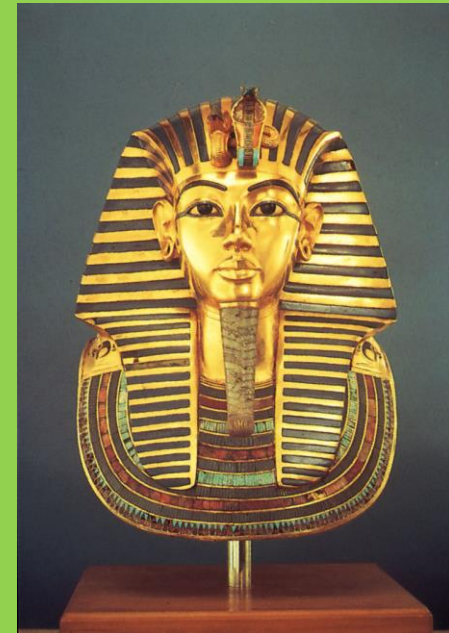
It's a Material World

Forest Runners

Return of the Mummy

May The Force Be With You






Properties of Materials





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 Scruffle, 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. de activate, over turn, mis 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.



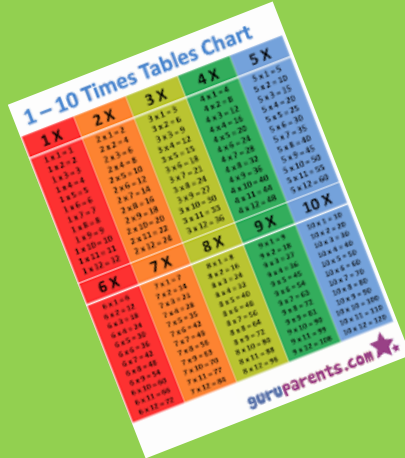
Please ensure you know when your child's spellings will be sent home and when they will be tested so you can support them at home.

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



2020 - 21						
autumn	First two weeks return to school	Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions & Decimals	Geometry: Properties of shapes
	No formal maths sessions	Read, write, Order, compare Round	Written and mental methods	Factors, multiples, squares and cubes $\times 10, 100$ and 1000	Equivalence Improper, mixed numbers, 3 decimal places compare, order, round	Angles on a straight line, right angles
weeks		3	3	2	4	1
spring	Number & Place Value	Multiplication & Division	Geometry: Properties of shapes	Fractions	Measure	
	Negative numbers, Sequences, Roman numerals	Written methods Mental methods including decimals	Angles at a point and triangle 2D & 3D shape	Calculating	Area Perimeter	
weeks	2	3	3	4	1	
summer	Measure	Decimals & Percentages	Measure	Geometry: Position and direction	Measure	Problem Solving
	Time (overlearn as required)	Percentage of amounts	Volume and capacity		Metric and Imperial units	Mixed operations, including fractions
	Statistics	Calculating with decimals		Reflection Translation Co-ordinates		
weeks	2	2	1	1.5	1	2.5

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 (and at speed!) at home and ensuring they do homework.

Decimal Times Tables (1)									
x	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
1	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
2	0.2	0.4	0.6	0.8	1.0	1.2	1.4	1.6	1.8
3	0.3	0.6	0.9	1.2	1.5	1.8	2.1	2.4	2.7
4	0.4	0.8	1.2	1.6	2.0	2.4	2.8	3.2	3.6
5	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5
6	0.6	1.2	1.8	2.4	3.0	3.6	4.2	4.8	5.4
7	0.7	1.4	2.1	2.8	3.5	4.2	4.9	5.6	6.3
8	0.8	1.6	2.4	3.2	4.0	4.8	5.6	6.4	7.2
9	0.9	1.8	2.7	3.6	4.5	5.4	6.3	7.2	8.1
10	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0




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.




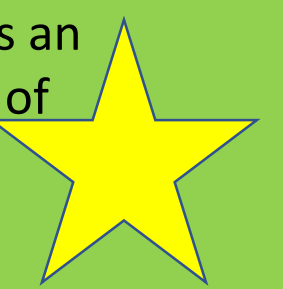
However, we do also use more formal testing at times to help build this picture of their achievement:



- 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	Friday
TT Rock stars	5-10 minutes per day		





Working in Partnership-Homework

Homework is essential in Y5 as it will support their learning in class and their independent understanding for exams.



Parents as Partners



A	B
Write a news report on Howard Carter's find	Create a picture or collage of Tutankhamun's sarcophagus
Write an interview with an Egyptian slave	Create a diorama of Egypt
Create a fact file on Gods and Goddesses	Design your own name plate in hieroglyphs



Working in Partnership-Homework

In addition, every half term, children are expected to completed 2 tasks from Writing and Wider Curriculum. “ from group A and 2 from Group B



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.

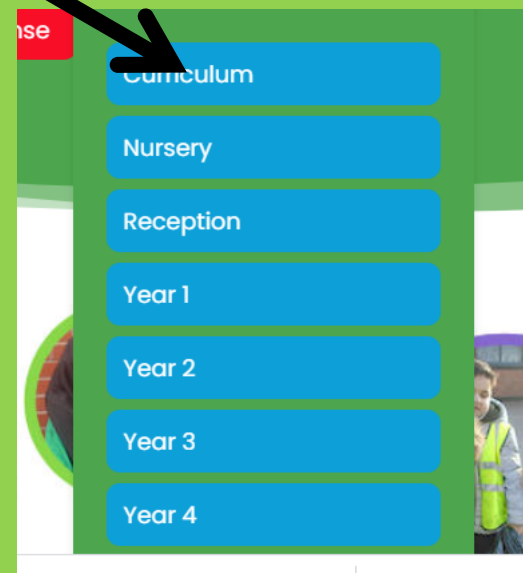
In Reception, Year 2 and Year 6 parents will be invited to attend a meeting outlining the End of Year expectations for the appropriate year group and strategies and ideas on how they can support their child to reach them at home. This will be supported by an End of Year expectations document.

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.

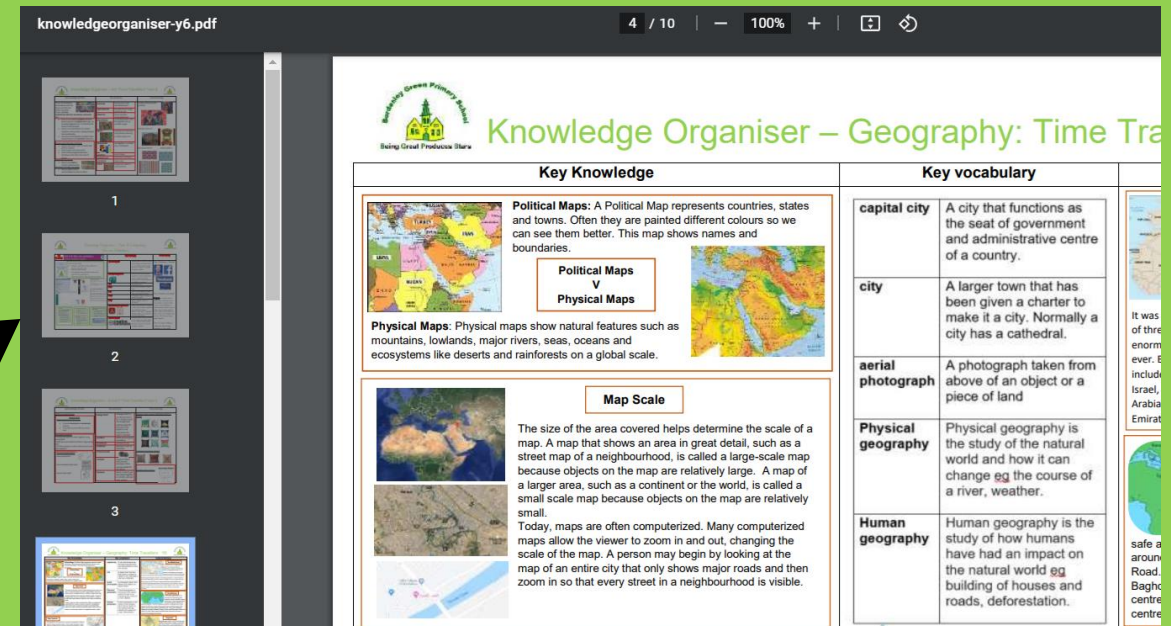


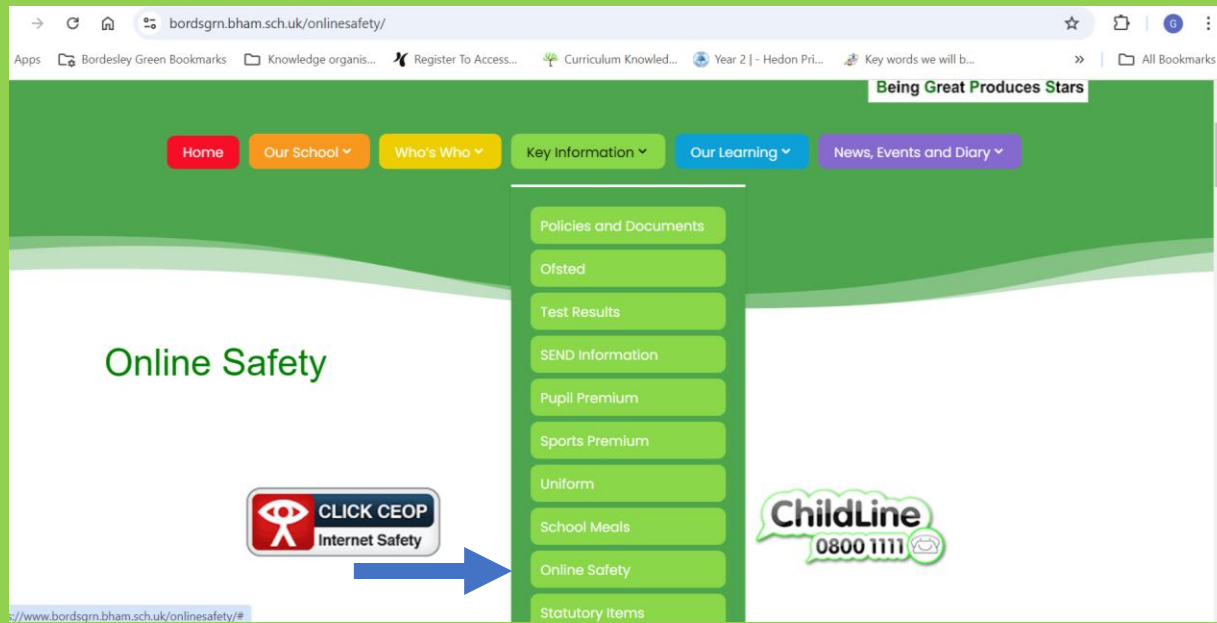
Working in Partnership-Our Website



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](#)





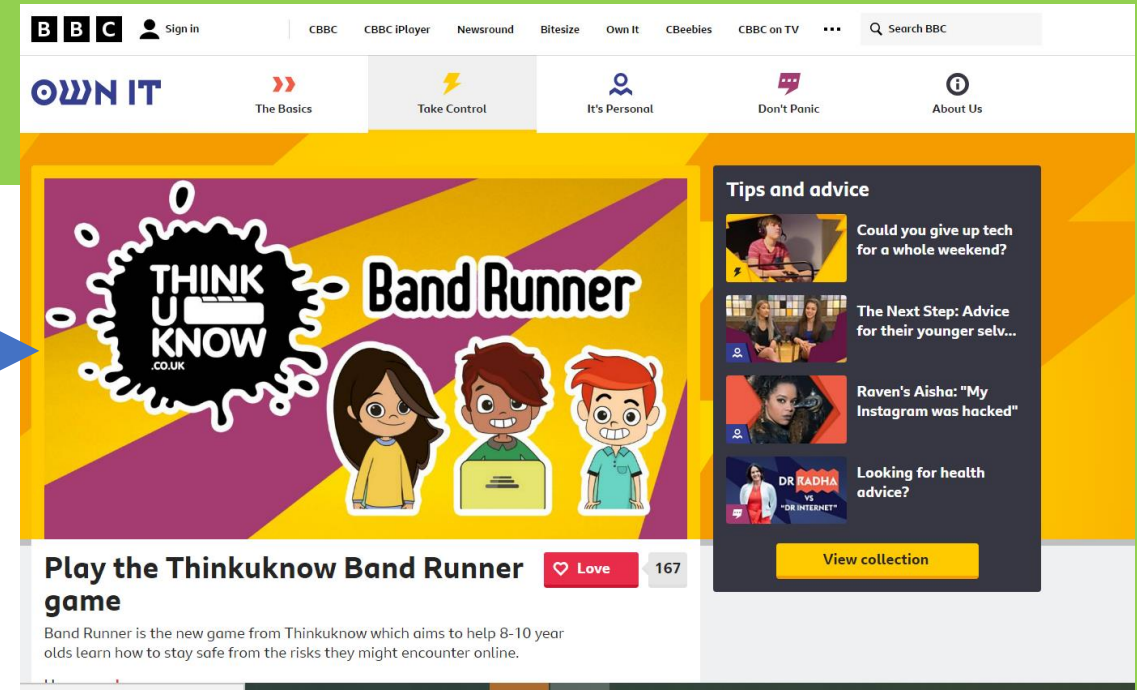
Online Safety

Useful Websites

The following websites are useful for further guidance and support:


- ▶ [BBC Own It](#) – a place to help you boss your life online.
- ▶ [Childnet International](#) – for primary children.
- ▶ [Childnet International](#) – for teachers and professionals.
- ▶ [Facebook Privacy Settings](#) – a useful guide.
- ▶ [Internet Matters](#) – a guide to help you through the many issues children can experience when using the internet.
- ▶ [Internet Watch Foundation](#) – the UK Hotline for reporting criminal online content.
- ▶ [Report Online Terrorist Material \(gov.uk\)](#) – report illegal terrorist information, pictures or videos you've found on the internet. Your report will be treated anonymously.
- ▶ [ThinkUKnow](#) – learning resource for children.
- ▶ [UK Safer Internet Centre: Parental Controls](#) – how to set up parental controls offered by your home ISP.

Please visit our School Website where you will find links to lots of useful online safety websites. If you ever have a concern, please speak to your child's class teacher.





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





Key Days in Year 5

Class Spelling Test – Every Friday



Personal Spelling Test

All classes - Friday



PE

5J – Tuesday and Thursday

5B – Monday and Wednesday

5W – Tuesday and Thursday



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.

Any holidays during term time **MUST** be requested in advance, and are very likely to be refused.

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.

