Penrose Learning Trust

Welcome to Year 5

Autumn Term 2026

Claydon Primary School

A caring community providing a valuable foundation in learning for life

Everyone is encouraged to.....

Be the Best You Can Be!

The Year 5 Team

Miss J Powell
Snowy Owls
(Mon, Tues,
Thurs and Fri)

Mrs L Spall
Snowy Owls
(Wed)

Mrs L Ratcliffe
Barn Owls

Miss K Theobald
Tawny Owls
(Mon-Weds)

Mrs H Brown
Tawny Owls
(Thurs-Fri)

Mrs E Bulger
Teaching Assistant

Ms M Palmer
Teaching Assistant

School Staff

Headteacher – Mrs D O'Connor

Deputy Headteacher – Mrs V Morris

Assistant Headteacher – Mrs H Brown

Key Stage Phase Leader - Miss F Shaw and Mrs H Brown

SENDCo – Mrs C Leaver

Family Wellbeing Lead - Mrs E Sefton

Curriculum Drivers

Our Curriculum Drivers are:

- Equality and Diversity,
- Language and Communication,
- Health and Happiness,
- Challenge For All,
- Broad Experiences and
- Possibilities and Mastering Key Skills

Thinking Hard. Learning Deeply. Building Strong Foundations. Thriving Together

At Claydon Primary School, we build **strong foundations** for learning, **character, community, collaboration and culture.** Through an ambitious, high-quality education and evidence informed practice, we develop the knowledge, skills, behaviours and attitudes that enable **every child to flourish.** We nurture resilient, confident and responsible learners who embrace challenge, contribute positively to society and become the **very best they can be**.

Attendance and Punctuality

Missing six days every term of every year means you would miss a whole school year by the time you leave High School.

Children who are fit and well should be in school.

Regular attendance is essential for your child to make good progress in both their learning and in the development of their social skills.

Start Time: **8:40** (Barn Owls) and **8:50** (Tawny Owls and Snowy Owls)

Please arrive at school no earlier than five minutes before your child's start time.

The school office must be informed by email or phone call of any absences, no later than 9am on the first day of absence; and every subsequent day your child is unwell. Please do not message your child's teacher regarding this. If we do not hear from you we will follow our safeguarding procedures, which may result in a home visit.

Attendance Policy

All parents are encouraged to read the trusts attendance policy so you are aware of what will be recorded as an authorised and unauthorised absence.

- Term time holidays will only be authorised in the most exceptional circumstances.
- Medical evidence can be requested for all future absences where a pupils where attendance has fallen below 90%. Where evidence is requested and cannot be provided, the absence will not be authorised.
- Where parents are reporting illness in the days leading up to, or after, a school holiday - medical evidence can be requested or the absence may not be authorised.
- If attendance becomes a cause for concern you will be contacted by the attendance team and offered further support.

Behaviour Policy

Celebrating Success

- Identify and celebrate role models of behaviour
- Verbal praise, team points and over and above postcards
- Star of the day celebrating character, resilience and hard work
- Visiting SLT
- Noticing and acknowledging effort
- Celebrating all achievements and improvements
- Learner of the week
- Penrose Trust Awards

Behaviour Policy

The Zones of Regulation and Self-Regulation:

The zones of regulation are a research-based framework to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning, and achieving their best. When used effectively children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND and SEMH needs. In order for a child to be ready for learning, they need to be able to self-regulate. For most children they are able to regulate with ease. For other children they will need 'tools' to help them self-regulate. The Zones of Regulation helps children to identify their feelings through the use of colours:

- blue - sad, sick, tired
- green, happy calm, ok
- yellow - frustrated, worried excited
- red - mad, angry, out of control

With adult support children will learn to use their 'tools' to self-regulate. The zones of regulation are an intrinsic part of our behaviour policy.

Behaviour Policy

Steps	Actions
1) Redirect	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
2) Remind	A reminder of the three rules. Delivered **privately** wherever possible. Repeat reminders if necessary. *Refer to Zones of Regulation. Is self-regulation required?*
3) Last Chance	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. *Note down initials
4) Reflection Time	Give the child a chance to reflect away from others. Select strategies from Zones of Regulation and have two minutes outside the classroom. Speak to the child privately and give them a final opportunity to engage. On the playground: Give the child a chance to reflect away from others. Select strategies from Zones of Regulation and have two minutes at designated point of playground. Speak to the child privately and give them a final opportunity to engage.
5) Time Out	At this point the child will receive a time out in another room in the phase for 10 minutes. All Time Out's must be recorded on behaviour tracking sheet and Arbor. On the playground: The child will receive a time out and will be sent to a designated area of the playground for 3 minutes. All Time Out's must be recorded on behaviour tracking sheet and Arbor.
6) Repair	A restorative conversation ***should*** take place before the next lesson begins.

Behaviour Policy

Serious and Extreme Behaviours:

Some children may behave in a serious or extreme way. This behaviour may pose a serious risk to the education or welfare of the child, other children and staff or the harmonious running of the school.

These behaviours are unacceptable and will be expedited quickly through our behaviour system to be dealt with by a member of the Senior Leadership Team. Depending on the severity of the behaviour, or previous behaviours by the child, it may lead to an internal isolation, a suspension or a permanent exclusion.

Behaviour Policy

The list below is not exhaustive, but behaviour that leads to the decision to suspend may include:

- Physical assault on any member of the school community
- Demonstrating inappropriate sexualised behaviour
- Stealing from another person or from the school
- Leaving the school site without permission
- Bullying
- Throwing objects with the intention to harm or hurt someone
- Repeat or Extreme defiance
- Repeated Swearing
- Targeted racist, homophonic, sexist and/or disability comments
- Carrying an offensive weapon or prohibited item

School Uniform

We expect all children to wear clearly named school uniform every day:

- Green school sweatshirt or cardigan (or blue in Year 6)
- Grey (or black) skirt / shorts / trousers / pinafore dress
- White polo shirt, cotton shirt or blouse
- Plain black shoes (no heels, no trainers, no logos) We request that fashion boots are not worn.

However flat ankle boots worn discreetly under trousers are acceptable.

- White, grey or black socks
- A green & white summer dress may be worn in warmer weather
- For health and safety reasons, **Children must not wear any jewellery, earrings (apart from studs), nail polish or smart watches.**
- **PE kit:** black shorts and white/team colour t-shirts, (Anderson will wear red, Seacole blue, Curie yellow and Jenner green), for indoors. **No football kits.**

For outdoors; trainers or sports plimsolls and a black or navy tracksuit for when the weather is cold

Other Equipment

Children should bring as little to school as possible so as to minimise the transfer of germs from home to school; as well as safeguarding against treasured items getting lost.

Please ensure your child:

- Has a drinking bottle (filled with water or squash, not juice);
- Arrives at school dressed in their PE kit on PE days;
- Brings their instrument & music for instrumental lessons;
- Does not bring any toys - this includes fidgets from home.
- If pupils choose to bring a pencil case, please ensure that only essential equipment for learning is included e.g. writing pen, ruler, small selection of colours etc.
- We are a healthy eating and nut aware school; therefore, please provide healthy snacks (no crisps or chocolate bars) for snack time with NO products including nuts.

Our day

The key times in our day:

- Start time- 8:40 / 8:50
- Break 10:45 - 11:00
- Lunch 12.35 - 1:25
- End time - 3:10 / 3:20

Curriculum Overview

Our Curriculum Drivers are: Equality and Diversity, Language and Communication, Health and Happiness, Challenge For All, Broad Experiences and Possibilities and Mastering Key Skills

•Each day starts with Early Morning Working. This could include mental maths, times tables, handwriting, spellings, areas needing extra practice, reading and editing;

- English and Maths every day;
- Whole Class reading sessions twice a week;
- Two PE sessions per week; these will be on a Wednesday and Friday for 5BT and 5PS and on a Monday and Wednesday for 5R;
- PSHE (LIFE) taught weekly;
- We have a thematic approach to put learning into context for geography, history, art, D&T; however these are still taught as standalone subjects.

Discrete subjects – Science, computing, RE, French & Music (making links to the theme when possible)

Our day - Extra information

Morning Work

Morning work is our time to practise key skills in English and Maths. It provides a focused time where children can build their confidence in areas they may struggle with. Engagement with these tasks can lead to huge progress! Therefore, it is important to arrive promptly in the morning so they can get the support and practice they need.

Messages

Because of the important nature of morning work, we need to start the day as soon as possible. Therefore, if an urgent message needs to be passed to the teacher, please email/phone the office prior to the start of the day and your child's teacher will get back to you as needed.

Very quick messages can be passed on first thing but teachers cannot be kept from classes for more in depth conversations. They will be available after school to discuss concerns either in person or over the phone.

Curriculum Overview

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•Each day starts with Early Morning Working. This could include mental maths, times tables, handwriting, spellings, areas needing extra practice, reading and editing;

- English and Maths every day;
- Whole Class reading sessions at least twice a week;
- PE Sessions -
- PSHE (LIFE)taught weekly;
- We have a thematic approach to put learning into context for geography, history, art, D&T; however these are still taught as standalone subjects.

Discrete subjects – Science, computing, RE, French & Music (making links to the theme when possible)

Curriculum overview

Our themes this year will be:
Blitz, Bombs and Blackouts
The Walk of Life
Ancient Egyptians

The subjects we cover are: English, Maths, Science, History, Geography, Art, Design Technology, Music, Computing, RE, PE and PSHE (LIFE)

Curriculum Learning Poster

A new poster will be available each term.

These can be found on our phase page on the website

As Readers we will :
continue to develop our reading skills in whole class reading sessions. We will use our Reading Gems to further develop our ability to retrieve, infer, predict and summarise. Our main focus this term will be using evidence to make predictions and relating our texts, The Explorer and Tom's Midnight Garden, to other books we have read.
You can help us at home by:
ensuring your child is reading daily at home and that they are taking the responsibility of recording their reading on their book mark. Another way to help is by exposing your child to unfamiliar words and helping them create their own definitions and asking questions about what we read.

Blitz, Bombs and Blackouts
Year 5

As Mathematicians we will:
practise and embed the fundamental skills of addition, subtraction, multiplication and division . We will continue to learn about place value and fractions through application to real life contexts and problem solving.

You can help us at home by:
Ensuring your child completes their fortnightly maths homework
If your child is finding certain aspects more challenging, remind
your child to bring it into school so that they can talk through it
with an adult. Remember to use TT Rockstars, the children need
to have a regular e

As Writers we will:
use The Explorer, Tom's Midnight Garden, Rose Blanche and a range of digital literacy to inspire us to create a wide range of extended pieces of writing including a memoir, graphic novels and developed short stories. We will identify the features of each text type and over a three week period we will explore grammar linked to these and write our own.
You can help us at home by:
practising our weekly spellings and encouraging your child to complete their weekly spelling and grammar homework.

Enquiry Question: What was the impact of World War 2 on people at home?

INTENT: Children develop an understanding of some of the causes and consequences of
WW2, with a particular focus on how life in Britain was impacted.

Key Vocabulary: Blitz, evacuation, allied, axis, Kindertransport, air raid

Useful Websites: http://www.primaryhomeworkhelp.co.uk/Britain.html

As Artists we will: explore the work of Henry Moore with a particular focus on his Shelter drawings. We will look at using a variety of techniques to add interesting effects to our sketches and use this to develop our own final drawing.

As designers, we will: be designing, making and evaluating teddy bears using recycled materials as part of our 'Make Do and Mend' project. We will develop our sewing skills by learning how to stitch fabric together securely and tie off our thread neatly

As Musicians we will:
look at World War Two songs and Blues music:
its key features and its history. We will listen and respond to music, sing, play instruments, improvise and perform.

As Scientists we will:
identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. In our Earth and Space topic, we will learn about the planets within the solar system and their movements in relation to the sun and use the Earth's
rotation to explain day and night.

As Computer Programmers we will:
explore how people communicate and collaborate using technology. We will learn about internet addresses, how data is transferred across the internet using data packets, and how technology enables people to work together.

As geographers and historians, we will: learn about the causes of the Second World War and the countries involved before focusing on the impact of the war on Britain. We will investigate the Blitz, exploring evacuation, air raids, and how Ipswich and the surrounding area were directly affected. We will also learn about the role of the RAF during the war and explore how the conflict created new opportunities for women in the workplace and wider society.

As Global Citizens (PSHCE and RSE) we will:
investigate diversity through looking at our own identity, the identify of others in our community and considering the importance of respect in society. We will also look at personal safety and who we can approach if we have a concern, how to report concerns, to understand boundaries and to know the importance of permission seeking.

As Theologians we will:
be focusing on the key question of 'how do Christians show their belief that Jesus is God incarnate?' We will look at the idea of what the word incarnation means to Christians, how and why Christians portray Jesus as God in human form and use Bible passages to support our understanding.

As Sports People we will:
look at the invasion games of hockey, football and tag rugby, focusing on the skills of defense and attack. We will build on our skills of collaboration and positive sportsmanship. As well as a focus on gymnastics.

What's different about Year 5

- Children are allowed to walk to and from school alone, once the permission has been given via Arbor

- Year 5 will go swimming in the Summer Term.

Reading

How reading is taught in our year group:

- Whole class reading of high quality texts with opportunities to practise prosody (the way reading sounds)
- Collection and discussion around new vocabulary
- Accelerated Reader and Star Reader assessments to track progress
- Reading fluency lessons will start this year to build confident and fluent readers

Evidence from DfE reading framework 2025

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

> Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.[17]

Extensive international research shows that being a frequent reader is associated with a range of academic, social and emotional benefits. Far more than pleasure is at stake.

Reading – what we need from you

- To value reading by protecting reading time-making space and setting high expectations
- Ensure your child reads at home five times a week for 15-20 minutes. This will support fluency and comprehension skills
- Show an interest in what your child is reading by asking questions
- Visiting a library
- Encouraging resilience
- Talking about books-recommending, sharing, swapping and creating a culture of positivity around reading
- All reading is good reading-foster a passion
- Record reads in your child's diary -this is to support with accountability and taking responsibility

Writing

How writing and spelling are taught in our year group:

- Strong teacher modelling
- Weekly spelling lessons, opportunities to practise these during early morning work and a weekly spelling test
- The use of hooks to engage writers giving writing a sense of purpose
- 2 to 3 week writing unit linked to a high quality text with an opportunity for pupils to publish their writing at the end

Writing - How writing and spelling are taught in our year group:

Using a high quality text daily english lessons are planned as followed:

Immerse - the lessons designed to get them excited about the book and genre. When they are immersed in the genre and the text, they are keen to move onto the next part of learning.

Imitate - the lessons where the children explore using the techniques of a writer, as they have seen in the WAGOLLs and their class text (grammar lessons)

Innovate - the lessons where the children get to create a piece of writing where they have the support of the teacher for the structure and planning, and where the writing is modelled, but they use their own ideas on the theme as part of the process (modelled writing).

Invent - the lessons where the children will plan and write their own piece of writing, bringing together all their learning from this unit.

Weekly spelling lessons, opportunities to practise these during early morning work and a weekly spelling test

Writing - how you can help

What parents can do to help with writing / spelling?

Encourage children to write about things they enjoy including a range of genres such as diaries, stories, letters etc.

Encourage children to proof read and edit writing tasks at home

Practise weekly spelling lists sent home, use Ed Shed, short bursts ideally 5 times a week.

Regularly practise Year 5/6 spellings list and keep looking at the Year 3/4 spelling list - ideally five times a week.

Encourage children to put spellings into a sentence orally and then written.

DFE's The Writing Framework

Spelling, along with handwriting, is part of transcription. The goal is to make sure pupils can spell accurately, so that it becomes automatic.

Pupils who spell well are more confident about using advanced vocabulary than poorer spellers. This is because the latter feel they need to use words they can spell correctly. Further, spelling difficulties increase the cognitive load. Pupils who struggle with spelling write less, do so less fluently and produce lower-quality writing.

Spelling can be challenging, in part because of the complex nature of the English alphabetic code, that is, the way in which sounds (phonemes) in English correspond to the letter or combination of letters (graphemes) that symbolise them. As described in Section 3 of the reading framework[49], in English, 26 alphabet letters must do duty, singly or in combination, to represent the 44 or so sounds of the language, and they do so inconsistently.

Maths

How maths is taught in our year group:

- Daily lessons - in maths groups
- Pre-unit checks
- Fluency and retrieval sessions
- Concrete/Pictorial representations
- Mastery-developing fluency
- Use of the WhiteRose maths scheme
- Whole class problem solving
- Reasoning
- Challenge for all learners

To find out more about our maths intent and implementation please see the website

Maths - how you can help

What parents can do to help with Maths:

- Regular access to TT Rockstars - ideally five times a week.
- Identifying maths in the home and community e.g. numbers, masure, counting
- Ensure your child knows all their multiplication and division facts up to 12 x 12
- Support children with homework
- Understanding of methods used to teach the four operations. (See maths calculation policy for understanding of calculation policy)

Home learning

Our routines and expectations for homework:

- Reading - 5 times a week.
- Regular use of TT Rockstars to consolidate speed and accuracy of timestables
- Homework will be set and due every .
- Maths and English homework will be set alternate weeks.

Assessment

Teachers make assessments of children's learning regularly.

Assessments are made by:

- Observing and talking to children;
- Looking at their work and giving feedback;
- Administering written or verbal tests, including regular CEW testings;
- PIXL tests every term in GPS, reading and maths.

Keeping children safe online

From understanding apps to setting parental controls, we've got information and resources to help you understand online safety and talk about it with children and young people.

Please click on the link below:
Keeping Children Safe Online | NSPCC

Supporting your child with new social media changes

Talking to children about AI

Children, phones and online safety

MOBILE PHONES – ON SITE, OUT OF SIGHT

- Children who walk home alone may bring a mobile phone to school.
- A permissions form must be completed before your child brings their mobile phone into school
- It must be switched off before entering the school site;
- It must not be switched on again until they have left the site;
- Children are responsible for their phone and must stored securely in the identified classroom area;
- We reserve the right to ban a child from bringing a phone to school if they are not adhering to the rules, or are found to have been involved in cyber-bullying.

Contacting us

Class Dojo – not monitored during the day and response times may vary depending on other commitments (clubs, meetings, courses etc)

You can message your class teacher on Dojo:

- to share concerns related to your child (with a brief summary)
  - clarification (trips, homework, events etc)
  - Requests for phone calls home (with a brief summary)
  - Sharing achievements and positive news

For general enquiries about absence, lost property and general school enquiries or immediate help and support– ring the school on 01473 830439 or email office@clayonprimary.net

To report an absence – ring the school on 01473 830439 and choose option 1