



# Welcome to Year 5 & 6

Meet the Teacher Meeting  
September 2022

*We Can Do It!*

# Meet the Team

## **Emmeline Pankhurst Class**

- Mrs. Dornan and Mrs. Seaton – Class Teachers

## **Vivienne Westwood Class**

- Miss Davis – Class Teacher

## **Maya Angelou Class**

- Mr. Reilly – Class Teacher

# Uniform

- Dark grey skirt/ trousers
- Polo shirt/ shirt and tie – white
- Grey sweatshirt/ cardigan
- White, black or grey socks
- No nail varnish or jewellery other than stud earrings
- Long hair should be tied back

**On the day that your child has PE, they can come to school in their Banks Road jog suit and remain in this all day. Alternatively, they can change into their PE kit before the lesson.**

# Uniform

- Black shoes (no black trainers)

**If your child comes in wearing footwear that is not school uniform they will be given a pair of black pumps to wear. They will be asked to wear the black pumps all day in school and then return them to the school office at the end of the day.**

School uniform can still be purchased from the School Shop:

<https://shops.parentapps.co.uk/banksroad/>

# Behaviour

- All children's behaviour is tracked on the 'tracking sheet'. This is age-appropriate and links closely to 'Dojos'.
- For KS2 Classes only:
  - Different behaviours have different consequences.
  - This could result in either a break time detention for children who display a Stage 4 behaviour.
  - Additionally, this could result in a lunchtime detention for children who receive a 'Stage 5' behaviour.
- The Banks Road behaviour scale and behaviour policy is available on the school website under the 'School Policies' tab.

# Attendance and Punctuality

- Attendance is mandatory.

**IT'S THE LAW!**



What is the expected minimum attendance percentage set out by the Government?

A. 85%

B. 97%

C. 90%

D. 95%

What is the expected minimum attendance percentage set out by the Government?

The answer is 'B': 97%

This is the minimum expectation that the Government have for all children to attend school.



What absence percentage is considered as 'persistent absenteeism' by the Government?

A. >30%

B. >20%

C. >10%

D. >5%

What absence percentage is considered as 'persistent absenteeism' by the Government?

The answer is 'C':  $>10\%$

Any absence above 10% is classified as 'persistent absenteeism'.

This is Helen. She is in Year 6 and has 90% attendance.

- Is that good?
- What does this mean?



Helen thinks this is pretty good, so do her parents.  
Are they right?

**90%** attendance = **½ day missed** every week!!



**Mon   Tue   Wed   Thur   Fri**



**Absent half a day every week**

If Helen has 90% attendance at the end of the school year, how much time has she missed?

- A. 3 weeks
- B. 2 weeks
- C. 4 weeks
- D. 5 weeks
- E. 1 week

If Helen has 90% attendance at the end of the school year, how much time has he missed?

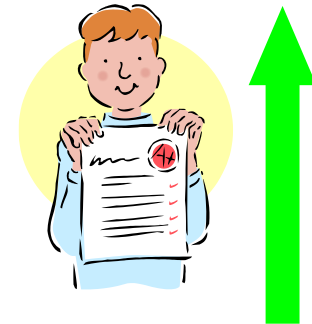
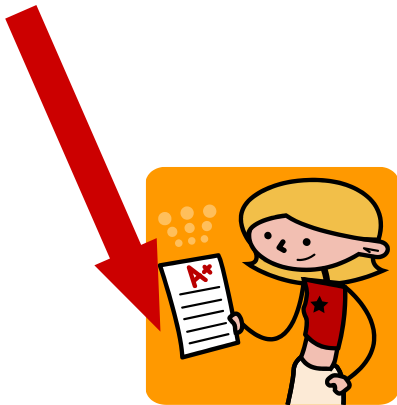
The answer is 'C': 4 weeks - this is a lot when you realise that the school year is only 38 weeks long!

If Helen keeps his attendance at 90% for his whole 6 years at primary school (Y1 – Y6), she will have missed over half a year of school – 24 weeks!!

What impact might this have on Helen's life.....?

Research suggests that **17 missed school days** a year = GCSE grade **DROP** in achievement. (DfES)

The greater the attendance the greater the achievement.



There is a clear link between achievement and attendance from an early age.

# Reporting your child's absence

- If your child is not able to attend school, it is **essential** you contact school **as soon as possible** in the morning.
- A genuine absence is called an authorised absence.
- An absence for no good reason or which cannot explained to the school is called an unauthorised absence. This appears as truancy on your child's record.
- **Holidays in term time cannot be authorised. A fine will be issued if you take your children out of school for a holiday.**



# Reporting your child's absence

- The following absences will be unauthorised:
  - Birthdays
  - Poor weather
  - Extra days at the caravan
  - Feeling tired
  - Uniform not dry
  - Headache
  - Illness, without medical proof
  - Sleeping in
  - Sibling off school
  - Nobody to bring them to school

# Reporting your child's absence

- If your child is going to be absent you can contact school by either:
  - Telephoning the school office from 8am on 0151 427 4360
  - Leaving a message on the school answer machine before 8am
  - Contacting Mrs Capper on Class Dojo

**Please do not send class teachers or members of the school's leadership team messages on Class Dojo about children's absence. It is unlikely that this message will be read until later on in the school day and the absence may be recorded as unauthorised.**

# A Day in the Life of Year 5/6

- Calculations
- Maths
- Spelling/Handwriting
- Break
- Shared Reading
- English
- Lunch
- Foundation Subjects
- Class Read

# P.E.

- It is a vital part of the curriculum and a part of healthy lifestyles.
- All children must take part.
- Children **must** have their PE kit in school on the day that they have P.E.
- All P.E. kit and uniform **must be labelled** with your child's name.
- This half term, your child's P.E. lessons will take place on **Wednesday (Y5 & Y6R) or Friday (Y6D)**.

# Reading and Homework (KS2)

- The expectation is that all children read daily:
  - Reading for pleasure book
  - Oxford Owl eBook
  - Reading Level book
  
- Times Tables Rockstars
  
- Spellings
  
- MyMaths

# Communication with Parents/Carers

If you would like to contact your child's class teacher, you can:

- Contact them via Class Dojo;
- Speak to them at the end of the school day after you have collected your child;
- Contact the school office to make an appointment.

If you have not yet signed up to Class Dojo please speak with your child's class teacher directly and they will be able to give you your child's login details.

# Communication with Parents/Carers

We will communicate with you through a variety of means, including:

- School telephone
- Letter – although we are trying to reduce the amount of letters we send out (saving the environment)
- Email
- The school website – all letters will be uploaded onto the school website. If it is specific to your child's class only (i.e., from your child's class teacher) it will go on their class page. If it is a school-wide letter, it will go on the 'Letters to parents' tab in the 'Parents' section.
- ParentApp (search for 'PA Connect' on your App Store)
- Class Dojo – Most parents/carers are already signed up. If you still need to sign up, please speak to your child's class teacher.

**It is very important that we have up-to-date contact details, including parents' mobiles.**

# Reminders

Each day your child must bring:

- Their reading bag with their reading book and reading record inside
- A bottle of water, which is clearly labelled

*\*Children may bring a healthy snack to school. Please do not send in:*

- *Chocolate*
- *Jelly sweets*
- *Chewing gum*
- *Fizzy drinks*
- *Sports drinks / Energy drinks*



# Dropping off and collecting your child from school

- School gates open at **8:40am**
- All children must be in school for morning registration by **8:50am**
- School gates will close at **8:55am**
- School finishes at **??** for all children
- Attendance and lateness are monitored on a daily basis

# Relationships, Sex and Health Education

- It is statutory for schools to teach the RSHE curriculum and to make parents/carers aware of what we are covering.
- At Banks Road, we use a carefully chosen curriculum resource called 'Jigsaw'.
- The Relationships and Health Education elements of RHSE are covered in our 'Jigsaw' lessons, in the Summer 2 unit 'Changing Me'.
- The Sex element of RHSE is taught within Science lessons as part of reproduction in mammals. It is age-appropriate and is the same content that is taught in all schools throughout England and Wales.
- A full overview of what is taught is available on our website under the PSHE tab.

# Year 6 RSHE Curriculum



## Jigsaw knowledge and skills progression: Changing Me 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Know the importance of self-esteem and what they can do to develop it</li> <li>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</li> </ul>	<ul style="list-style-type: none"> <li>Recognise ways they can develop their own self-esteem</li> <li>Can celebrate what they like about their own and others' self- image and body-image</li> <li>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul>	<ul style="list-style-type: none"> <li>What does mutual respect mean? Why is that important in a relationship?</li> <li>What are you excited about in secondary school?</li> <li>What are you worried about in secondary school? What can we do with these worries?</li> </ul>
<p>In this Puzzle the class relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p>			
<p><b>Key Vocabulary</b>            Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, transition, secondary, looking forward, journey, worries, anxiety, excitement .</p>			

# Year 5 RSHE Curriculum



## Jigsaw knowledge and skills progression: Changing Me - Ages 9-10

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Know what perception means and that perceptions can be right or wrong</li> </ul>	<ul style="list-style-type: none"> <li>Can celebrate what they like about their own and others' self- image and body-image</li> <li>Can suggest ways to boost self-esteem of self and others</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me how you feel about yourself? What can people do if they don't feel great about themselves? Can I share with you how I see you and how I care about you?</li> </ul>
<p>In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this.</p>			
<p><b>Key Vocabulary</b> Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison</p>			