

Follow us on Instagram!



SCAN ME

Our Vision For Our Children -

By embedding our values-based, high expectation approach to learning and behaviour, we believe in developing the whole-child. What do they need today? What do they need tomorrow? We strive to give children the knowledge and skills to achieve their full potential and be successful lifelong learners who value their emotional health and wellbeing. They recognise their own uniqueness and that of others. WHA is a place where no time is wasted and where 'every opportunity shapes a life'.

Our curriculum offer has four aspects that are split into two domains:

Core Curriculum Offer
Knowledge & Experience
(National Curriculum)

WHA Enhanced Curriculum Offer
Values & Equality
(Shaping Lives)



Welcome to Year 5!

Year 4,5+6 Vice Principal
Miss Poynter

5 Lipa

Mrs Skinner
Mr Brennan

Year 5 Lead
5 Mai

Mrs Majid

5 Styles

Mr Bains

Key Workers:

Mrs Rainer
Mrs Zoofar

Meet Jessie



- Jessie is a 3 month old cross between a St Bernard and a Poodle and lives with Mrs Snowden and her family
- Very calm temperament and hypoallergenic
- Jessie will become a school therapy dog and her training will take up to 12-18 months. Her three handlers and Jessie will undergo the training with PAWs Therapy Dog Training Programme
- She will always be on a lead around the school and the children will know not to approach her when she is on her lead or wearing her training vest
- No child will work directly with her without permission from parents

Meet our safeguarding team



Mrs Costelloe

DSL



Mrs Kearney

DDSL



Ms Gregory

DDSL



Mrs Snowden

DDSL



Mrs Parmley

DDSL



Miss Poynter

DDSL



Mr Overton

DDSL

At WHA every adult thinks your health, safety and wellbeing are very important. You can talk to any trusted adult in school.

How will we protect you?

- We will provide a safe environment for you to learn in
- We will help you to remain safe at home, as well as school
- We will always listen to you

Our Safeguarding Team

If you are worried about anything, at home or in school, or have any safeguarding concerns please speak to a member of the safeguarding team.

Core Values	Linked Values		
Ambition	Desire	Motivation	Determination
Respect	Empathy	Considerate	Admiration
Tolerance	Acceptance	Patience	Understanding
Friendship	Kindness	Compassion	Love
Positivity	Hope	Happiness	Optimistic
Teamwork	Responsibility	Pride	Equality
Resilience	Perseverance	Adaptable	Fortitude
Courage	Confidence	Valour	Heroism
Honesty	Trustworthy	Integrity	Reliable
Curiosity	Inquisitive	Awareness	Awe

Uniform



Girls

- Grey (not black) skirts, grey trousers are permitted
- Burgundy jumper/sweatshirt or cardigan
- Pale blue blouse/polo shirt
- Grey or black socks or tights
- Pale blue/white check dresses for summer

Boys

- Grey (not black) trousers
- Burgundy jumper/sweatshirt
- Pale blue shirt/polo shirt
- Grey or black socks
- Grey shorts for summer

Shoes

- Flat black shoes or black trainers (no logos or other colours visible)



P.E. Kit - Monday and Friday

On PE days children are expected to wear their WHA house colour t-shirt.

This is the only branded part of the uniform we ask our parents to purchase. This is so the children have a sense of belonging and at competitions and in school events they compete for their houses.

- Burgundy or black shorts
- Trainers (for outdoor sport)
- Plimsolls or trainers (indoor)
- Tracksuit or jogging bottoms and sweat top for winter - NO pictures, writing or patterns.



Homework

- Spellings will be set on Purple Mash. We expect a minimum score of 8/10 each week.
- Reading homework will be set on Google Classroom on Friday, it must be completed and returned by the following Wednesday.
- Maths homework will be set on IXL on Friday, it must be completed and returned by the following Wednesday.

Pupil Premium Grant

Many children from families who receive certain benefits are entitled to a sum of money paid to their school to boost their learning. This is called the Pupil Premium Grant.

Are you eligible?

- Universal credit (provided you have a net income of £7400 or less)
- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less

The extra funding helps the school to provide further support for your children in so many ways such as extra 1:1 and small group teaching sessions and providing additional resources in school and at home. It also entitles your child to a free school meal every day which could save you hundreds of pounds each academic year.

There is an eligibility checker on our school website as well as a link to the application platform.

We advise ALL families to check eligibility as any additional funding will support the school and your children greatly.

Please speak with the school office team if you have any questions about your application



Safeguarding our children is everyone's responsibility and duty and requires an open, communicative relationship between school and home.



ONLINE SAFETY TIPS

- Ensure you have parental controls in place on ALL apps and platforms on your child's device.
- Ensure you are aware of age restrictions on apps and social media and the risks they present to young children.
- Snapchat is a popular app amongst young children, however presents serious dangers. Messages are designed to disappear making it hard to gather proof, people can set up fake accounts and pretend to be someone they are not, the tool 'quick add' enables strangers to request to befriend your child and your child's location can be visible on a detailed map to everyone they are friends with unless they have changed their settings.
- WhatsApp group chats amongst peers although can be harmless, in the past have been the medium for online bullying. It is important you are aware of what your child is saying on any platforms and remove them from a group chat if it is no longer a positive environment whilst reporting any evidence of online bullying to school or to the Police.

If we receive evidence that your child has been part of any online bullying or inappropriate activity then external agencies may be contacted.

11 Plus

The 11+ is not a compulsory test and it is completely up to you to decide if you want your child to apply to a grammar school.

Tests:

- English
- Maths
- Verbal reasoning
- Non verbal reasoning

In May, we will give you a letter to remind you about how to apply and the dates for it.



The four zones:

ZONES OF REGULATION

Choose your **zone**. How are you feeling?

Blue	Green	Yellow	Red
 A blue character with glasses and a sad expression, holding a blue ball.	 A blue character in a yellow dress, dancing happily with arms raised.	 A purple character with a long nose, looking frustrated with hands clasped.	 A red character with a flame on its head, shouting with clenched fists.
<p>Sad Sick Tired Bored Moving slowly</p>	<p>Happy Calm Good to go Focused Ready to learn</p>	<p>Frustrated Worried Silly Anxious I need some help</p>	<p>Mad Angry Yelling / Hitting Out of control I need time and space</p>

Behaviour Choices



JUBILEE

A - F



WINDSOR

G - L



MERCIAN

M - R



ETON

S - Z



ClassDojo



<p>1. We expect the following behaviours for learning in our classroom to include:</p>			
<p>Engaged and listening to adults or peers who are talking</p>	<p>Use your indoor voice</p>	<p>Sitting smartly on the carpet and desk</p>	<p>Follow all instructions swiftly</p>
<p>If we don't see this:</p> <ol style="list-style-type: none"> 1. Verbal warning 2. Last chance if given a second verbal warning 3. Miss up to 5 minutes of break or lunch 4. Reflection log completed if continued 			
<p>2. We expect that all instructions are followed.</p>			
<p>Defiance or not following instructions</p>	<p>Shouting out in the classroom</p>	<p>Disrupting or distracting other children</p>	<p>No returning to classroom after break or lunch</p>
<p>If we see this:</p> <ol style="list-style-type: none"> 1. Immediate loss of all break time or half of lunchtime 2. Parents/careers informed 3. If repeated three times in a week, report card issued with YTL 			
<p>3. We expect RESPECT.</p>			
<p>Lack of respect: extreme impoliteness, leaving class, 'stropping and tutting', arguing back or shouting, harmful language</p>	<p>Breach of online safety policy (unkind messaging to or about other children)</p>	<p>Lack of respect towards peers (swearing, spreading rumours, showing aggression/threatening behaviour eg. pushing and shoving)</p>	<p>If we see this:</p> <ol style="list-style-type: none"> 1. Immediate loss of all break time plus lunchtime and a call home to parents. Reflection form to be completed and sent home. 2. If repeated, meeting arranged with parents and class teacher to work to support improvement of behaviour 3. If repeated, further meetings arranged with parent and YTL. Tailored behaviour chart issued with daily reporting to YTL for a week.
<p>4. We expect that we always treat everyone kindly: speak kindly, have kind hands, kind actions and how care to our school environment.</p>			
<p>Extreme rudeness/swearing towards staff and/or peers</p>	<p>Damaging school property (shoving or throwing furniture, vandalism)</p>	<p>Not keeping safe (climbing fences, hiding, running around school)</p>	<p>If we see this:</p> <ol style="list-style-type: none"> 1. Internal suspension from class or playground. Work to be given and completed in another year group or den. 2. No social interaction with current year group 3. Reflection form completed and given to parents 4. Parents to meet with YTL and Vice Principal 5. Teacher and child to hold resolution meeting before returning to class
<p>5. We expect everyone to be in control of their behaviour and manage feeling positively and show positive treatment to each other and our environment.</p>			
<p>Extreme breach of online safety policy (sharing imagery, bullying, threatening behaviour, talking about or viewing inappropriate material)</p>	<p>Violence towards peers and adults such as fighting, Sexual Harassment.</p>	<p>Sustained bullying behaviours</p>	<p>All level 5 behaviours will be considered on a case-by-case basis by the Principal and SLT. The consequences considered will be:</p> <ol style="list-style-type: none"> 1. Internal suspension 2. Fixed term suspension 3. Permanent exclusion



Accelerated Reader™



Accelerated Reader is used by Yr2-6 to track children's reading. Each child completes an assessment termly to identify their correct ZPD range. The quiz checks your child's understanding and provides their teacher with information about how they need to be supported and challenged.

Children can choose books from our AR library, at home or using the online platform - MyON.

RENAISSANCE
myON

Regular reading impacts a child's success at school. If not addressed early the educational gap widens...

Child A



Reads 20 minutes per day

3,600 minutes per school year

1,800,000 words per school year



Scores in the 90th percentile

Child B



Reads 5 minutes per day

900 minutes per school year

282,000 words per school year



Scores in the 50th percentile

Child C



Reads 1 minute per day

180 minutes per school year

8,000 words per school year



Scores in the 10th percentile

Standardised Test Scores

By the end of grade 6, Child A will have read the equivalent of 60 school days, Child B will have read for 12 school days and Child C will have read for 3 days. Nagy and Herman, 1987.



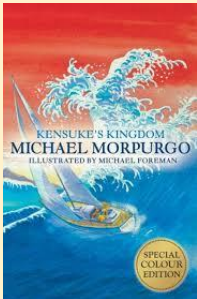
Autumn 1

The London Eye Mystery
By Siobhan Dowd



Spring 1

Golden Horseman of Baghdad
By Saviour Pirotta



Summer 1

Kensuke's Kingdom
By Michael Morpurgo

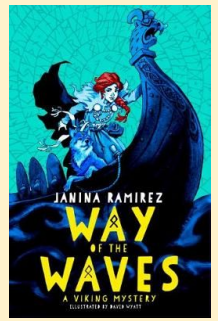
Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



READING and WRITING

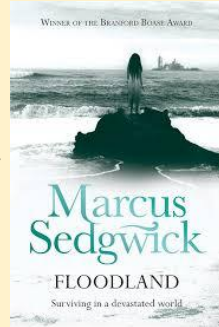
Autumn 2

Way of the Waves
By Janina Ramirez



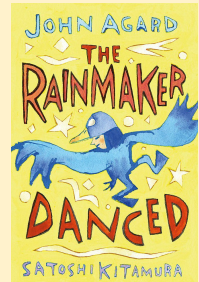
Spring 2

Floodlands
By Marcus Sedgwick



Summer 2

The Rainmaker Danced
By John Agard



Maths

- Numbers up to a million
- Negative numbers
- Rounding to 10,000
- Factor pairs
- Prime numbers
- Square and cubed numbers
- Convert between mixed and improper fractions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction		Statistics		Number: Multiplication and Division			Measurement: Perimeter and Area	
Spring	Number: Multiplication and Division			Number: Fractions						Number: Decimals and Percentages		Consolidation
Summer	Consolidation	Number: Decimals			Geometry: Properties of Shape			Geometry: Position and Direction		Measurement: Converting Units		Measurement: Volume

- 3 decimal places
- Volume
- Converting between units of time
- Drawing angles
- Missing angles



School Census



Department for Education

Thursday 2nd October

Much of our funding is decided based on the school census on Thursday 2nd October.

The number of hot lunches eaten on this day is one of the ways that this funding is calculated.



We normally have a special menu on this day. Please order a meal to help secure the best possible funding we can for our children.



Dates for the diary:

London Eye and River Cruise - 1st October

Parent's Evening - 23rd October

Peter Harrison Planetarium - Autumn 2

Hampton Court Palace - Spring 1

Gurdwara trip - Spring 1

Camping - Summer 2

Water fight - Summer 2



How to contact us?

- If you have a concern or something you would like to discuss, the first person you should speak to is your child's class teacher.
- If the problem is not solved, please feel free to make an appointment to speak to the Year 5 Lead - Mrs Majid.
- If you still feel your concern has not been dealt with then please make an appointment with Miss Poynter (Vice Principal for Years 4, 5 and 6).

Our emails:

Miss Majid (Year 5 Lead and teacher of 5 Mai) 5maiwha@theparkfederation.org

Mrs Skinner (5 Lipa) 5lipawha@theparkfederation.org

Mr Bains (5 Styles) 5styles@theparkfederation.org