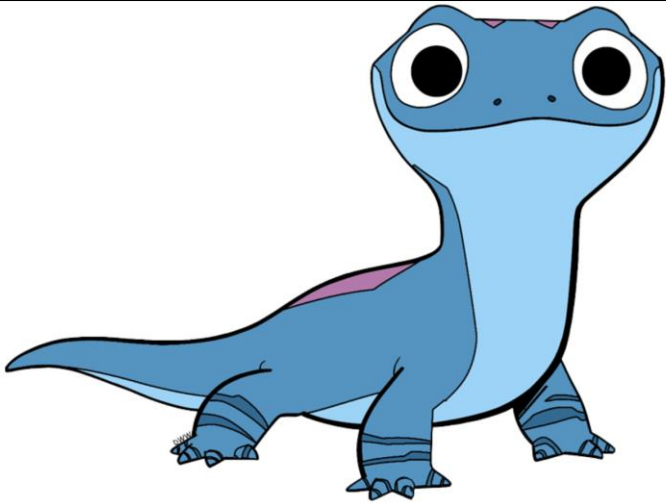


# Meet The Teacher - Year 5

Salamanders



# Who are the adults in my child's class?

Salamanders	<p>Teachers:</p> <p>Mrs McCullough (Monday)</p> <p>Mrs Lennon (Tuesday-Friday)</p> <p>HLTA:</p> <p>Mr Baxter (Monday-Thursday mornings)</p>
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# Timetable:

- Each class has a slightly different timetable – Usually, Guided Reading, English and Maths will take place each morning. Foundation subjects straddle lunch time.
- PE days – Wednesday and Thursday (weather permitting). Please could your child come into school wearing their (labelled) PE kit on these days.
- Teacher planning and preparation time (PPA) is covered by Mr Baxter (PE), Mrs Bradley (Music) and Mrs Brown (RE and other subjects as required).



	8.45 - 9.00	9.00 - 9.20	9.20 - 10.15	10.15 - 10.30	10.30 - 11.30	11.30 - 12.30	12.30 - 1.15	1.15 - 1.20	1.20 - 1.35	1.35 - 2.35	2.35 - 2.45	2.45 - 3.00	3.00 - 3.10
Monday	Registratio n	Guided Reading	Maths	Break	English	Science	Lunch	Registratio n	Spellings / Multiplicati on	Science	Maths Games / Eyes	Collective Worship	Reading / Home
Tuesday	Registratio n	Guided Reading	Maths	Break	English	Topic Library	Lunch	Registratio n	Spellings / Multiplicati on	Topic	Maths Games / Eyes	Collective Worship	Reading / Home
Wednesda y	Registratio n	Guided Reading	Maths	Break	English	PE	Lunch	Registratio n	Spellings / Multiplicati on	Art/DT	Maths Games / Eyes	Collective Worship	Reading / Home
Thursday	Registratio n	Guided Reading	Maths	Break	English	Music	Lunch	Registratio n	Spellings / Multiplicati on	PE Spanish	Maths Games / Eyes	Collective Worship	Reading / Home
Friday	Registratio n	Guided Reading	Maths	Break	English	RE	Lunch	Registratio n	Spellings / Multiplicati on	PSHE Computin g	Maths Games / Eyes	Collective Worship	Reading / Home

# Assessment:

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- Throughout the year there will be formative and summative assessment of the children across the curriculum. These judgements will be moderated internally, by Subject Leaders and within the cluster.
- The evidence gathered will show that your child is working within one of the following:
  - Pre Key stage
  - Working towards age related expectations (WTS)
  - Working at age related expectations (ARE)
  - Working at greater depth (GDS)

# Differentiation:

- During lessons, children will be able to choose their level of challenge. This will depend on their understanding and confidence in that particular lesson and they can choose to move between the levels.
- Teachers and HLTAs may guide children to choose an appropriate level of challenge.

## Depth of learning





# Marking and Feedback:

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Children's work is marked through a combination of teacher marking (both 'live' in lesson and after lesson), peer assessment and self assessment.

The aim of our marking codes is to be recognisable and purposeful.

MARKING CODES

	Green for growth and improvement
	Tickled Pink - Positive
©	Challenge
e	Editing and improving
Ⓞ	Guided Group
sp	Spelling
P	Punctuation
?	Your sentence doesn't make sense!
^	Missing word
//	New paragraph or line needed
I	Independent
PL	pen licence point

# Presentation Expectations:

- Year 5 children are able to earn their pen license. Once they achieve it, they will complete their English written work in handwriting pen.
- Pen licenses have reset from this academic year. This was a school wide decision to give pupils an initial focus on their presentation.
- We have high standards for presentation and children will be expected to complete all work in their books to the best of their presentation ability.



# Writing Assessment:

- Writing is assessed by the teachers throughout the year and will be moderated within the team as well.
  - For a guideline to expectations of writing you can find examples of the different levels of exemplification:
  - <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>
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# Reading:

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Accelerated Reader is used for monitoring at home reading and assessing reading levels.



Each child will have a baseline assessment to give them a reading range and they will then be able to choose books from there.



At the end of each book, they will have an opportunity to take a quiz on the book they have finished.

# Reading at Home:



ONCE BOOKS ARE ALLOCATED IT IS EXPECTED THAT THE CHILDREN ARE READING AT HOME – LITTLE AND OFTEN IS BEST.



GUIDED READING IN SCHOOL - THIS WILL BE A MIXTURE OF BOTH WHOLE CLASS AND FOCUSED GROUP TEACHING WITH TARGETED OUTCOMES TO ACHIEVE.



A LOVE OF READING - WE WANT TO DEVELOP THIS FOR ALL OF THE CHILDREN AND IS SOMETHING THAT IS VERY IMPORTANT GOING FORWARD.

# Maths:

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Maths is taught every day with a range of different lessons varying from practical based learning to reasoning and problem-solving activities.



Developing a firm foundation of knowledge of concepts is very important within the recovery curriculum and we will be working hard to ensure this.

# Times Tables and Arithmetic:

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- In order to develop this foundation of knowledge, a contributing factor in this is times table knowledge and arithmetic recall.
- Times Table Rockstars - each child a TT Rockstars password which can be used at home.
- Arithmetic practice weekly.

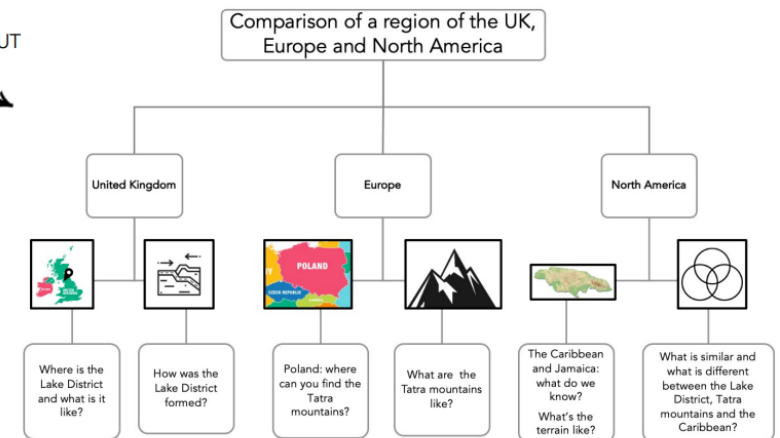
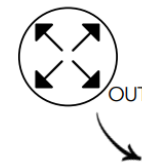
# Curriculum navigation



Find a large version of this in the resource section at the end of this Learning Module.

Share the big ideas that you will be studying.

ZOOM



ZOOM



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

Big Picture, Small Picture Adapted from Walkthrus by Tom Sherrington and Oliver Caviglioli

## The big idea

Comparison of a region of the UK, Europe and North America.

We are using the CUSP curriculum to enhance our skills and vocabulary.

## Vocabulary for explicit instruction



### ≡ Tier 2 multiple meaning or high frequency

wither	become dry and shrivelled
dormant	alive but not growing
mature	fully grown
bulb	rounded base of the stem of some plants
anchor	to fix firmly in position
sustain	keep something going over time

### ≡ Tier 3 subject specific

germination	when a seed starts to grow
perennial	living for several years
carbon dioxide	gas absorbed by plants
glucose	simple sugar used for energy by plants
clone	make an identical copy from the cells of a living thing

# Sutton School Values and Vision:

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As a Church of England School, we share many values but three that underpin our work at Sutton CE (VC) Primary School are:

**Safety** - We uphold and protect each other's rights to be safe from harm.

**Trust** - We celebrate our place within local, national and global communities.

**Respect** - We celebrate and embrace our differences.

**Integrity** - We are open and honest with one another.

**Valued** - We listen to and respect each other's views so that all can thrive and flourish.

**Excellence** - We try our best so that we may reach our full potential.

A solid blue horizontal bar at the bottom of the slide.





# Sutton School Rules:

The School Rules are:

Be Ready

Be Respectful

Be Safe

# Rewarding the Positive:

- We are now only using Dojo for communication and children will not receive Dojo points.
- Children will be rewarded with house points for going above and beyond the behaviour expectations. They will also be given for positive behaviour both in and out of class, such as engagement in learning, good manners, good listening, kindness to others.
- We have weekly celebration assemblies focusing on a value that links with collective worship and our whole school approach.

# Staged approach to behavior:

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- In order to reinforce behaviour expectations, Sutton Primary School use the following staged approach from our draft policy. This ensures consistency in all staff response to behaviour across the school.
- Behaviour Stages: positive reinforcement, redirection, reminder, caution, time in the class peaceful place, time in another classroom.

# Communication:



- School newsletters
- Dojo
- MCAS
- Website
- Arrange a teacher meeting through the office (virtual or face to face)

# Birthdays:

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- This year we will be strictly observing the school policy of birthday book donation
- When it is your child's birthday, we politely request that you donate a book that your child's loves to the school. The book will be read aloud in class and will subsequently be labelled with a special birthday sticker and placed in our lovely library or class book corner.
- Alternatively, your child can bring in their favourite book for a read aloud and then take it home at the end of the day. Any students who bring in sweets for birthdays, will kindly be asked to take the sweets back home as we need to be mindful of healthy eating and dietary restrictions for various students.

# Supporting your child at home:

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Read to your  
child

Read with  
your child

Have your  
child read to  
you

Read a book  
alongside  
your child

Spellings

Topic Feedback  
- what can your  
child teach you?

Thank you

