

Welcome to UKS2

Y5 Beech: Miss Lucas (Year Group Leader)

Y5 Rowan: Miss Rayment

Y5 Cedar: Mr Woolford

Y6 Sycamore: Miss Cheetham (Year Group Leader) and Miss Zafer

Y6 Willow: Miss Swinfield

Y6 Chestnut: Mrs Duffin

Teaching Assistants:

Mrs Wheel, Mrs Banks, Mrs Richards, Miss M, Miss Temeng, Mrs Searle



School Senior Leadership Team



Mrs Louise Wood
Headteacher



Mrs Kate Duncan
Deputy Headteacher
Assessment Leader



Mrs Michelle Rondeau
Assistant Headteacher
& Inclusion Leader

Mrs Janine Covey
Assistant Headteacher
& Trust EYFS Leader



Mrs Marianne Wilson
Assistant Headteacher,
Trust English Leader

Miss Rebecca Cheetham
Assistant Headteacher
& Trust English Leader



Other Adults

Mrs Rogers (Y6) – Maths, English and RE

Mrs Cutts-Munro - Art

Mrs Pericleous - Music

Dan Decruz and Liberty Mitchell- PE

Mrs Coxon – French

Mrs Wilson – English (Chestnut on Thurs)

Mr Shaw – Y5 support (Thurs mornings)



The Curriculum at Barrow Hedges

We aim to deliver a diverse and creative curriculum with exciting themes that the children will be fully engaged with. We will be adding curriculum overviews to the school website where you can see a break down of everything that your child will learn each half term.

For further information please visit the school website:

<http://www.barrowhedges.com/>

Barrow Hedges Primary School

HOME ▶ LEARNING ▶ CURRICULUM

Curriculum

Barrow Hedges Curriculum

At Barrow Hedges we used the topic titles and some of the materials from 'The Cornerstones Curriculum' when introducing the curriculum changes in 2014. Since then we have developed our creative and thematic approach to learning further; mapping key skills to the Primary National Curriculum to ensure comprehensive coverage of national expectations.

English

Mathematics

Year 5 Autumn 1

Barrow Hedges Medium Term Topic Planner (Overview)

Science Machines

- To understand the basic principles of simple machines.
- To understand the difference between a pulley and a wheel and axle.
- To understand the difference between a gear and a cog.
- To understand the difference between a screw and a bolt.
- To understand the difference between a nut and a bolt.
- To understand the difference between a wedge and a screw.
- To understand the difference between a ramp and a screw.
- To understand the difference between a pulley and a wheel and axle.
- To understand the difference between a gear and a cog.
- To understand the difference between a screw and a bolt.
- To understand the difference between a nut and a bolt.
- To understand the difference between a wedge and a screw.
- To understand the difference between a ramp and a screw.

English

- To understand the basic principles of simple machines.
- To understand the difference between a pulley and a wheel and axle.
- To understand the difference between a gear and a cog.
- To understand the difference between a screw and a bolt.
- To understand the difference between a nut and a bolt.
- To understand the difference between a wedge and a screw.
- To understand the difference between a ramp and a screw.

History

- To understand the basic principles of simple machines.
- To understand the difference between a pulley and a wheel and axle.
- To understand the difference between a gear and a cog.
- To understand the difference between a screw and a bolt.
- To understand the difference between a nut and a bolt.
- To understand the difference between a wedge and a screw.
- To understand the difference between a ramp and a screw.

Mathematics

- To understand the basic principles of simple machines.
- To understand the difference between a pulley and a wheel and axle.
- To understand the difference between a gear and a cog.
- To understand the difference between a screw and a bolt.
- To understand the difference between a nut and a bolt.
- To understand the difference between a wedge and a screw.
- To understand the difference between a ramp and a screw.

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Year 5

Term	Topic	Trip/Visitors
Autumn 1	Scream Machine	Chessington
Autumn 2	Off with Her Head	Hampton Court
Spring 1	Stargazers	Space Dome (in school)
Spring 2	Beast Creator	ZooLab (in school)
Summer 1	France/Fallen Fields	France
Summer 2	World at Work	

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Year 6

Term	Topic	Trip/Visitors
Autumn 1	A Child's War	Evacuee Day WWII Visitor (in school)
Autumn 2	Frozen Kingdom	Engage day led by teachers
Spring 1	Revolution	Victorian Day (in school)
Spring 2	Darwin's Delights	Enquiry made about visiting Down House
Summer 1	Blood Heart/Voices in the Park	Conover Hall
Summer 2	Hola Mexico	

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Knowledge Organisers

Knowledge Organisers have been devised as a multi-purpose tool to assist **teachers** in their planning and assessments, **Subject Leaders** in their evaluations of standards in their subjects and **parents** to have a fuller understanding of knowledge their child will cover each term and how they can support them to remember this.



Year 6 — Spring Term 2

Darwin's Delight

Geography: Great Galapagos



Key Vocabulary	
biomes	The climate of a place and the things that live there.
climate	the average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years.
climate zone	Areas around the world with specific patterns of weather.
distinct	Different or set apart; separate; special or unique.
natural resources	Anything that is found in nature that can be used by living things such as water, plants, animals, minerals and even air.
Vegetation belt	The plant life (or <i>flora</i>) of a certain area of the planet.



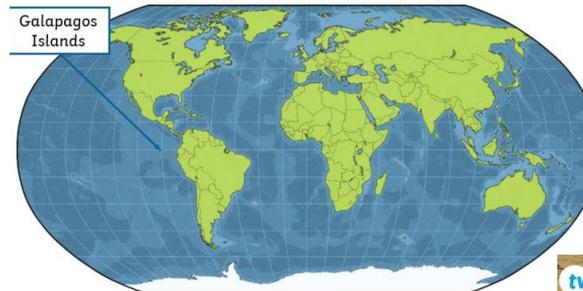
This half term, our Big Question is...

What makes the Galapagos Islands so unique?

Key Facts	
Where are the Galapagos Islands?	The Galapagos Islands are a chain of islands, or archipelago, in the eastern Pacific Ocean. They are part of the country of Ecuador, in South America.
What is the climate of the Galapagos Islands?	The Galapagos Islands are on the Equator but the weather is not tropical. Temperatures range from 21°-30°C. There is a warm season from January to June and a dry season is from July to December.
What are human features of the Galapagos Islands?	Only four of the archipelago's thirteen major islands have people living on them. That means that although there are cities, 98% of the area is a national park.
What are physical features of the Galapagos Islands?	The islands are very rocky, due to being formed from volcanic eruptions over time. This makes the land extremely fertile although it can be a tough place for wildlife to thrive.



What do we already know?
So far...
So far, we have learned about the different ways the geography of a place can be described.
So far, you have thought about what a place may be like and we have used maps and aerial images to do this.
In Year 5, you planned a journey to another part of the world with support.
In Year 5, you learned about climate zones and biomes.



We will now show you where to find these on our school website.

<https://www.barrowhedges.com/>



English Assessment

To help inform our teacher assessment of whether your child is on track to meet the expected standard for the end of year, we carry out ongoing assessments of the children's reading and writing throughout the year.

Primarily, your child's subject books form a portfolio of writing which showcases their ability to meet the Year Group expectations, both independently and with help from their teacher. This is the main body of evidence used to assess children's attainment and progress in writing throughout the year.

Children have Guided Reading sessions every day and their responses to class discussions and independent work during these sessions inform the teachers assessments. In addition to this, teachers will listen to children read on a 1:1 basis to assess their fluency. Children also carry out more formal reading assessments throughout the year.

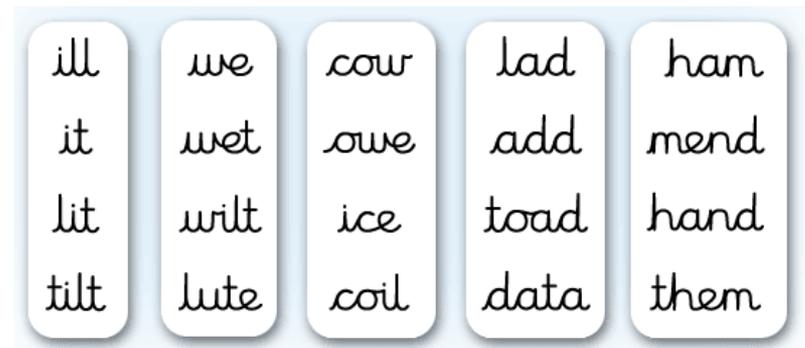
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Handwriting

The school has a cursive handwriting policy.

If you would like to see what these letters look like, please check our website for further information.



Maths Assessment

Maths is taught for one hour every day, and the teacher is able to assess whether your child is working below, at or above the expected standard depending on how they answer questions, verbally and in their books.

To help inform our teacher assessment, we carry out ongoing assessments of maths throughout the year. Ultimately, the children need to apply what they have learnt in lessons to test situations as how they perform in their SATs will determine if they have reached the expected standard.

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Arithmetic

We will continue with weekly arithmetic tests, which are similar in style to the SATs arithmetic test paper.

The children will complete these every Friday, and will bring them home, along with their spelling test.

Although your child's teacher will go through the answers with the class, please look at the test with your child at home. This will give you an idea of what the maths expectations are and will enable you to support your child.

Test 2

1 $\frac{8}{9} + \frac{1}{9} =$

1 mark

2 $2,156 = 2,000 + 100 + \underline{\quad\quad} + 6$

1 mark

3 $407 - 239 =$

1 mark

Mathletics

Bronze 5

Name: _____

Number of Questions: 40
Testing: 5x (with inverse)

- | | | |
|---------------|---------------|---------------|
| 15 ÷ 5 = ____ | 5 × 10 = ____ | 4 × 5 = ____ |
| 5 × 11 = ____ | 30 ÷ 5 = ____ | 5 × 9 = ____ |
| 5 ÷ 5 = ____ | 5 × 4 = ____ | 5 × 5 = ____ |
| 2 × 5 = ____ | 55 ÷ 5 = ____ | 10 ÷ 5 = ____ |
| 60 ÷ 5 = ____ | 5 × 12 = ____ | 40 ÷ 5 = ____ |
| 5 × 2 = ____ | 20 ÷ 5 = ____ | 3 × 5 = ____ |
| 5 × 3 = ____ | 1 × 5 = ____ | 5 × 7 = ____ |
| 10 × 5 = ____ | 25 ÷ 5 = ____ | 11 × 5 = ____ |
| 8 × 5 = ____ | 5 × 8 = ____ | 12 × 5 = ____ |
| 5 × 1 = ____ | 5 × 6 = ____ | 9 × 5 = ____ |
| 45 ÷ 5 = ____ | 7 × 5 = ____ | 50 ÷ 5 = ____ |
| 6 × 5 = ____ | 35 ÷ 5 = ____ | 3 × 5 = ____ |
| 5 × 7 = ____ | 55 ÷ 5 = ____ | 5 × 5 = ____ |
| 25 ÷ 5 = ____ | | |

40 Marked by: _____
Date: __/__/__

At the beginning of the year, the children will need to complete the finals of each level (Bronze, Silver, Gold, Platinum and Diamond).

This will enable them to recap the tables at speed to ensure they haven't forgotten any.

Key Stage 2 Mathletics Tracker				All combined	DONE!
.....					
Bronze	10	5		5 and 10	
Silver	2	4	8	2, 4, 8, 5 and 10	
Gold	3	6	9	3, 6, 9, 2, 4, 8, 5 and 10	
Platinum	7			7, 3, 6, 9, 2, 4, 8, 5 and 10	
Diamond	11	12		All 1 to 12	Now continue with mixed practice!

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Mathletics

Once the children have made their way through the levels, they then complete a range of 'Ultimate Challenges'. Each challenge involves 144 mixed tables questions using both multiplication and division.

There are four separate challenges:

- 1) Mixed multiplication and division
- 2) Mixed multiplication and division with powers and square roots
- 3) Mixed multiplication using multiples of 10
- 4) Mixed multiplication of the 13-24 times tables

Each child will need to complete each challenge twice (and better their time score) before moving on to the next challenge.

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Times Tables Rock Stars

- All children in Years 2-6 have a Times Tables Rock Stars login.
- Children should be practising for short amount of times on most days.
- Throughout the year, we will be giving out certificates to individual children, e.g. 'most improved' or rewards to the class for the highest combined score.



Why is it so important for children to know their times tables?

- Times tables are one of the foundations/building blocks of maths. You need them to be able to access all the even more interesting maths that sits on top.
- The multiplicative relationship between amounts is usually more interesting and helpful than the additive relationship as they allow you to describe patterns and make predictions.

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Homework - set on Teams

1. Daily reading.
Book change when necessary.
2. Weekly spelling tests.
Children will be tested on Fridays.
3. Weekly Maths and English homework.
Homework is set on a Friday with a deadline of the following Friday.



Updated 2022

Core Values

Kindness

Honesty

Ambition

Respect

Inclusion

Our School Motto

Roots to grow, wings to fly

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Behaviour

This is our basic sanctions system in school. It progresses from a warning to missing 5, 10 then 15 minutes of play. A 15-minute exclusion in one day, or 20 minutes accumulated throughout the week will also result on your child going on the '3,6,9' sheet (see next slide)

Barrow Hedges Primary School Class Behaviour Record Sheet

Class _____

Date	First name warning	Code	Time	Miss 5 mins play	Miss 10 mins play	Exclude for 15 mins	Put on 369 sheet
Please ensure: 1. The child knows why they are on sheet 2. Detention is given 3. Missed 15 mins work is made up 4. Sheet is highlighted to show time spent		1. Relaxed start 2. AM Break 3. AM Lessons 4. Lunch		5. PM Lessons 6. Transition 7. Assembly 8. Trip		369 sheet box to be ticked if 15 mins is ticked If this is the first time for a child – inform parents	

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Behaviour - 3,6,9 explained

BARROW HEDGES PRIMARY SCHOOL - BEHAVIOUR MANAGEMENT – 3.6.9 SHEET

Name _____

Class _____



	Date	Behaviour	Consequences/Action
1			
Parents informed on		(date)	(initial)
2			
Parents informed on		(date)	(initial)
3			
Year Group Leader informed Parents informed and meeting arranged with parents and Year Group Leader; Notes written up			

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Year Group Leader informed		
Parents informed and meeting arranged with parents and Year Group Leader; Notes written up		
4		
Parents informed on		(initial)
	(date)	
5		
Parents informed on		(initial)
	(date)	
6		
Deputy Head <u>and</u> Year Group Leader informed		
Parents informed and meeting arranged with parents and Deputy Head (and YGL); Notes written up		
7		
Parents informed on		(initial)
	(date)	
8		
Parents informed on		(initial)
	(date)	
9		
Letter to parents from Headteacher – meeting arranged; Notes written up		

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On the Playground

In the playground we must:

Learn and know the rules for how to use our playground and follow them.

Be gentle and not hurt others.

Be kind and helpful and not hurt anyone's feelings.

Play together and **look after each other**. Work together to solve problems, using words to express and explain rather than actions.

Take care of our **equipment** and use it properly.

Leave dirt and rocks on the ground.

Ask to use, and behave sensibly, in the toilets (this is not a place to play or chat)

Tidy up after ourselves. Stop playing when the bell goes, stand still and listen quietly.

Tell an adult if you are feeling sad and/or lonely.

Tell an adult if someone is not following the rules.

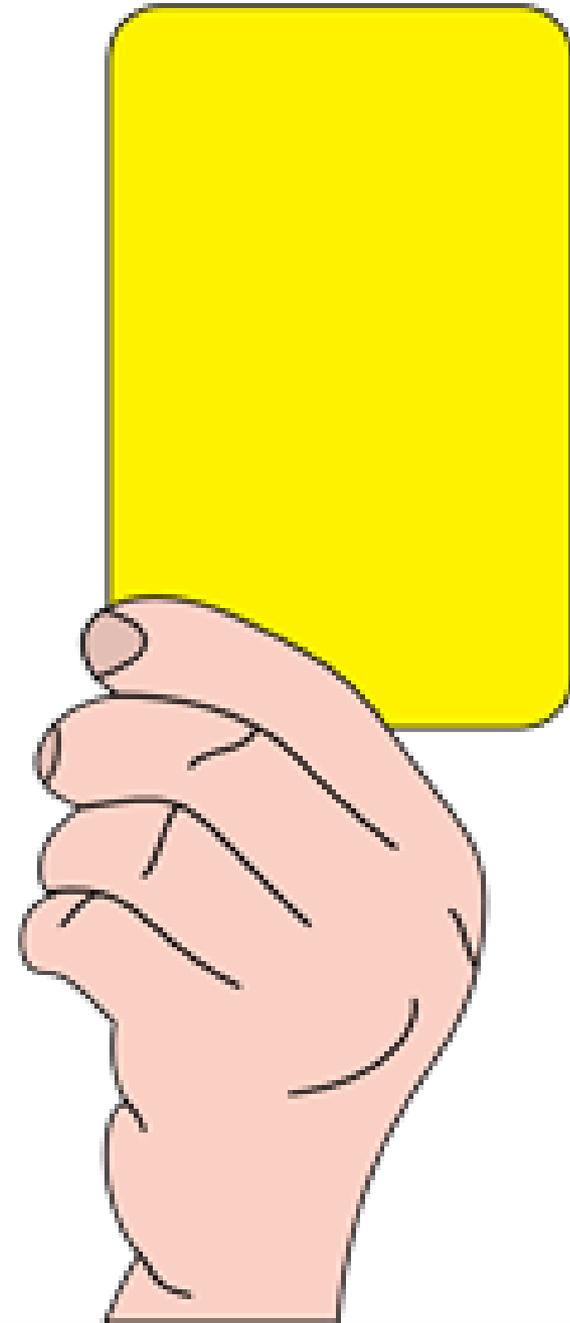
Consequences: Yellow Card

If you do not follow the lunch time rules, you may get a yellow card. This means you will have a 5 minute (KS1) or 10 minute (KS2) time out.

In this time you need to calm down and think about what you did wrong.

Examples of behaviour that may result in a Yellow Card:

- Leaving the playground without permission
- Misbehaving in the toilets
- Pushing in the line
- Not being sensible with playground equipment
- Unkind comments or actions (e.g preventing others from playing a game
- Behaving inappropriately with food
- Not staying in seat whilst eating lunch
- Disrespecting a member of staff (e.g not stopping when the bell has rung or rolling eyes when spoken to)



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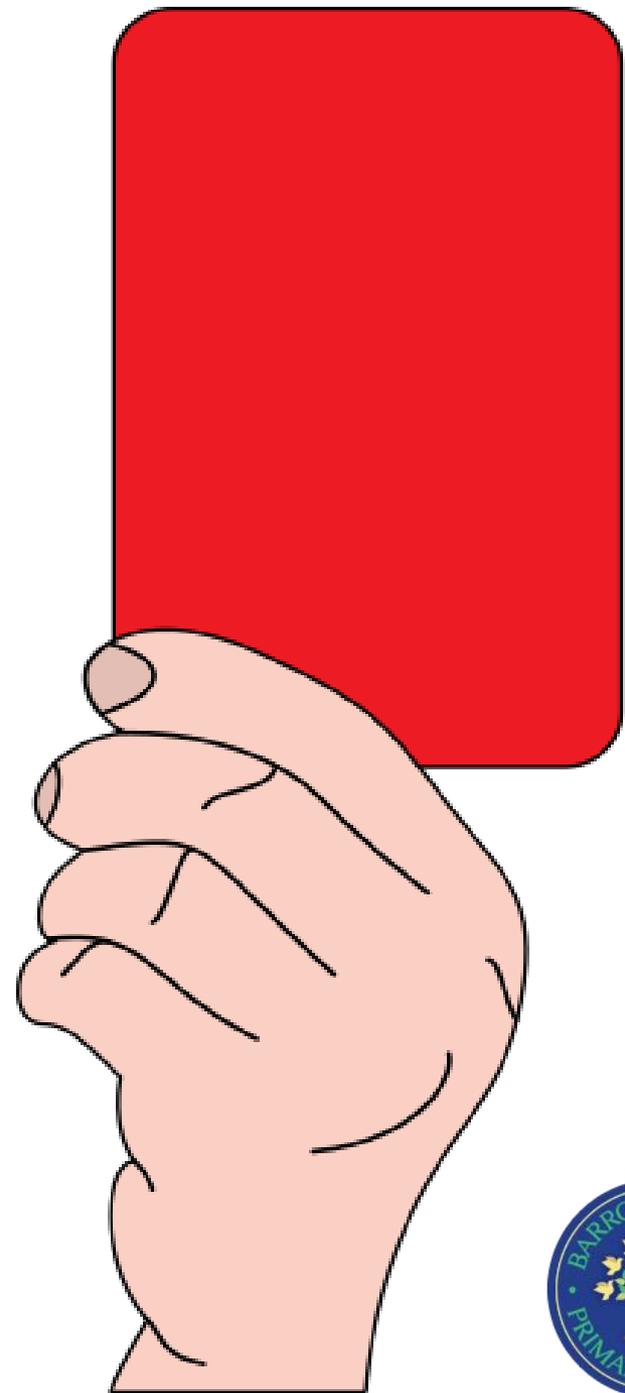
Consequences: Red Card

If you do not follow the rules and your behaviour is *more serious*, a Teaching Assistant or Midday Supervisor can issue a Red Card. If you get a red card you will be sent directly to the main office and a member of the senior leadership team will speak with you before deciding what to do next.

If you get a Red Card children will be removed from lunch play for a total of 30 minutes (KS1) or 60 minutes (KS2). This 'detention' may be spread over two breaks.

There are some types of behaviour that will result in the immediate issuing of a red card. Examples include:

- - Verbally abusive comments that are racist, homophobic or sexist
- Hurtful comments targeting physical appearance, mannerisms or personality
- Threatening/aggressive physical behaviours such as punching, kicking, pinching, strangling, biting or spitting
- Swearing
- Willfully damaging or breaking property



The Midday Supervisors/Teaching Assistants will make decisions about giving yellow and red cards in a fair way to make sure all children have happy play times. As with all adults in school, children must treat our Midday Supervisors with respect.

At the end of each lunchtime, an adult will collect in the Yellow and Red Cards and let class teachers know. A record will be kept of this information. Parents will be informed if there is a serious incident.

As cards can be issued by any Midday Assistant/ Teaching Assistant, a child could be given more than one Yellow Card in one lunchtime. If this happens, the child will be kept in for a further 20 minutes the following day.

Barney Award – Friday’s Celebration Assembly

Led by Mrs Wood, Miss Cheetham or Mrs Rondeau



This assembly is held Friday.
This is a chance to hear about which children has demonstrated our ‘Building Learning Power’ traits amongst other things.
On alternate Fridays, children will celebrate successes from the week in their class.



Ron Resilience



Connie Collaboration



Rosie Reflectiveness



Ravi Resourcefulness

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Usual Responsibilities for Year 5 children

Classroom Monitors

Children are given greater independence and responsibility in their daily routines.

Year 5 Buddies

Beech, Cedar and Rowan will each be assigned a class from lower down in the school and will be responsible for supporting them throughout the year



Usual Responsibilities for Year 6 children

Classroom Monitors

Assembly Monitors

House Captains

Office Monitors

Wet Play Monitors

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Reminders of Whole School Policies

- Please ensure that children adhere to our uniform guidelines and are well presented
- Water - not squash or flavoured water.
- A piece of fruit/vegetable for break time (not cereal bars)
- Remember we are a nut-free school; we encourage healthy choices for packed lunches.
- Only foam balls are allowed on the playground at lunchtime only.
- No birthday sweets.
- Staff do not hand out party invitations – please do this yourselves. Thank you.



Walking Home

If you would like your child to walk home or to meet you anywhere outside of the school grounds, you must give written permission to their class teacher. This must be signed and dated. This permission can also be emailed.

Equally, if your child is going home with somebody different, you must also give written permission for this.



Mobile Phones

We advise that children do not bring their mobile phones to school and can take no responsibility for any loss or damage.

However, we do understand there may be occasions where your child needs to contact you before or after school and a mobile phone is the only option. On these occasions, children's mobile phones must be handed in to the teacher during relaxed start and collected after school.

We ask that mobile phones are switched off at the gate and remain off until they leave the school gates at the end of the day.

In line with local high school policies, any children not following these guidelines will have their mobile phone confiscated until a parent comes to collect it.



Communication

If you have any questions or concerns during the year please do come and speak to us – we will be on the playground at the end of the school day.

If you need to contact us by e-mail, please use the Barrow Hedges e-mail address: office@barrowhedges.com . Please write the class teacher's name as the subject header. Please note you won't get an immediate response; during the day the focus is on teaching and sometimes teachers won't look at their emails until the end of the school day. Alternatively, please do send a note in the morning in the home school book with your child if it is to alert the teacher's attention to something and doesn't require a response.

Please only contact teachers via the school and not through social media such as Facebook.

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Primary Assessments in UKS2

The key stage 2 tests are timetabled from Monday 8th May to Thursday 11th May 2023.

Further information will follow.



***WE LOOK FORWARD TO WORKING WITH
YOU THIS YEAR.***

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