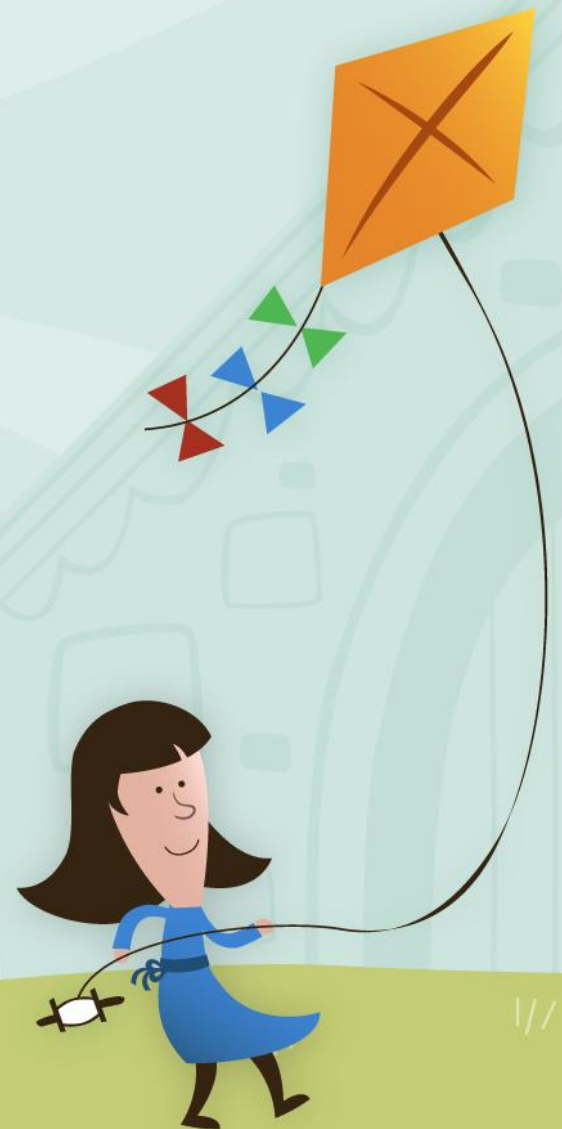


Welcome to Year 5

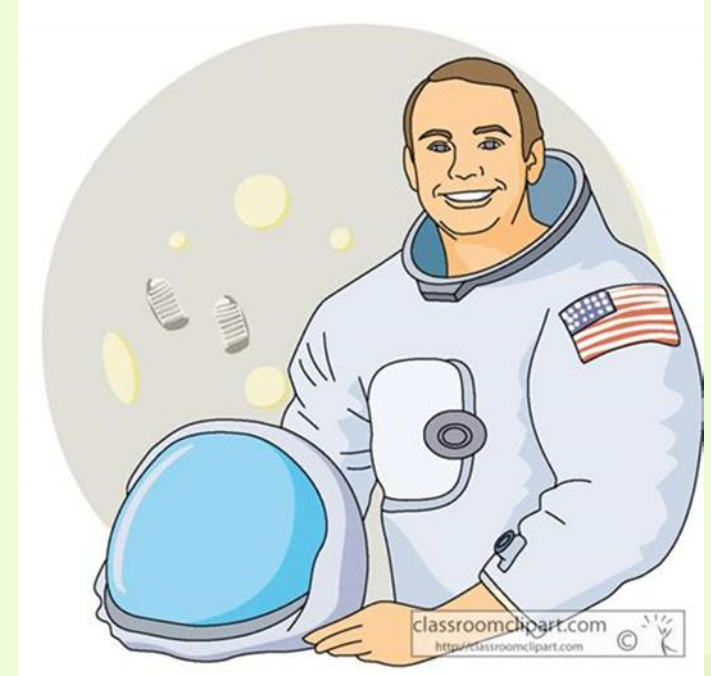
Curriculum Evening



Our Year 5 Class

Armstrong Class

Miss Huggins, Mrs Gould and Mrs Cronin



At our school, with Jesus in our hearts, we have:

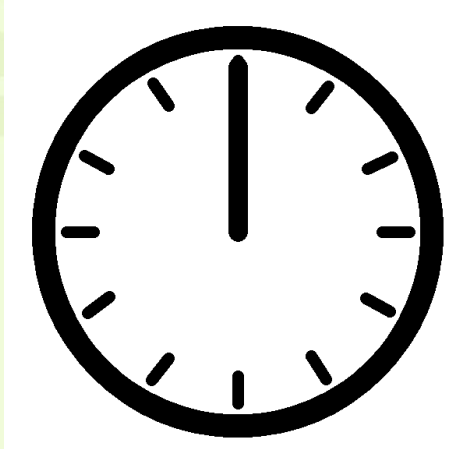
- The passion to learn

- The courage to fail

- The strength to love.



Our School Day



- Drop off/Enter School building: 8.40 – 8:50am
- In class by 8.50am
- Register closes: 9.10am
- Lunchtime starts: 12.00pm
- Lunchtime finishes: 1.00pm
- Pick Up 3.20pm

It is important to ensure your child arrives on time to ensure a smooth start to the day.

Please let the office/ class teacher know going home arrangements if they are different than usual. Unknown adults will need to bring ID.



If children are not collected by 3.30pm, they will be placed in after school club and a charge will be made.



Year 5 information

Tuesday – PE day (with CM Sports) Children to come to school dressed in their PE kits.

Please ensure your child is wearing trainers which are appropriate for sports.

We aim for your child's reading book will be changed once a week.

Please ensure that their reading book and reading diary comes into school **every day**.

Children have logins to access for ***Doodle Learning***; which should be completed daily.

Children can log their reading and homework in their own reading log booklet.

The expectation is that children read every night at home and log this in their weekly reading log.



INDOOR PE

Children come in to school in their kit and indoor PE is for the whole day.

Kit – Shorts/joggers, t-shirts, trainers and school jumper.

This term – Thursday 15th of October and Thursday 5th November 2026

OUTDOOR – Tuesday afternoon

Kit - t-shirts, shorts or dark tracksuit/jogging bottoms in winter, extra jumper in winter, spare socks, trainers.

No earrings – we cannot help take earrings, or provide tape for your child to cover them over.

Religious bracelets – must be covered with a sweat band.

Label ALL items of kit

Children are requested to arrive at school in PE kit on these days. In colder months, a tracksuit (preferably navy in colour may be worn) for outdoor PE sessions.



Uniform and Belongings

Your child is responsible for their own belongings.

The best way to support your child in doing this is to ensure that every item brought into school is clearly labelled. We no longer store lost property centrally, so please let the class teacher know if your child has mislaid something.

Water bottles (preferably a sports type bottle) should be brought into school every day (just water please) and should also be clearly labelled.



Uniform and Belongings

- **BOYS:**

- School V- necked pullover School tie
- White shirt Grey trousers
- Dark socks Black shoes (not trainers or boots)
- White sleeved shirt
- Polo style shirt (Summer)

- **GIRLS:**

- School Cardigan or V necked pullover School tie
- White blouse/shirt Grey pinafore or skirt
- Navy, red or black tights for winter Tailored navy trousers (approved design only)
- White knee or ankle socks for summer Navy, red or white hair accessories
- Navy and white gingham dress for summer
- Sensible black shoes (no boots) with heels no more than 3cms in height
- No open toed sandals or “jelly shoes” permitted in the summer months for safety reasons.

Studs can be worn on non PE days, but no hoops or dangly earrings.





Hair - Please ensure haircuts are suitable for school e.g. not elaborate hair styles or short shaved/with a design and the over use of hair gel is not allowed. Please ensure that long hair is tied back and any hair bands are of the soft variety in school colours.

Jewellery - For health and safety reasons, jewellery should not be worn in school. The exceptions are watches and small, plain stud earrings. No decorative earrings are to be worn. All earrings and watches must be removed for PE and games by the child or taped over before coming to school. Staff are not permitted to remove earrings. It is wise to encourage your child to get into the habit of not wearing watches or earrings on PE days.

Mobile Phones and Smart Watches - Phones are only allowed in school if your child is walking/cycling home alone, they must be switched off and handed in to the school office by your child in the morning. Please make sure this arrangement is put in writing. Smart watches are not allowed in school.

<https://www.st-bernadettes.hants.sch.uk/uniform-1/>



Pencil Cases



All the necessary equipment your child needs in the classroom is provided by the school.



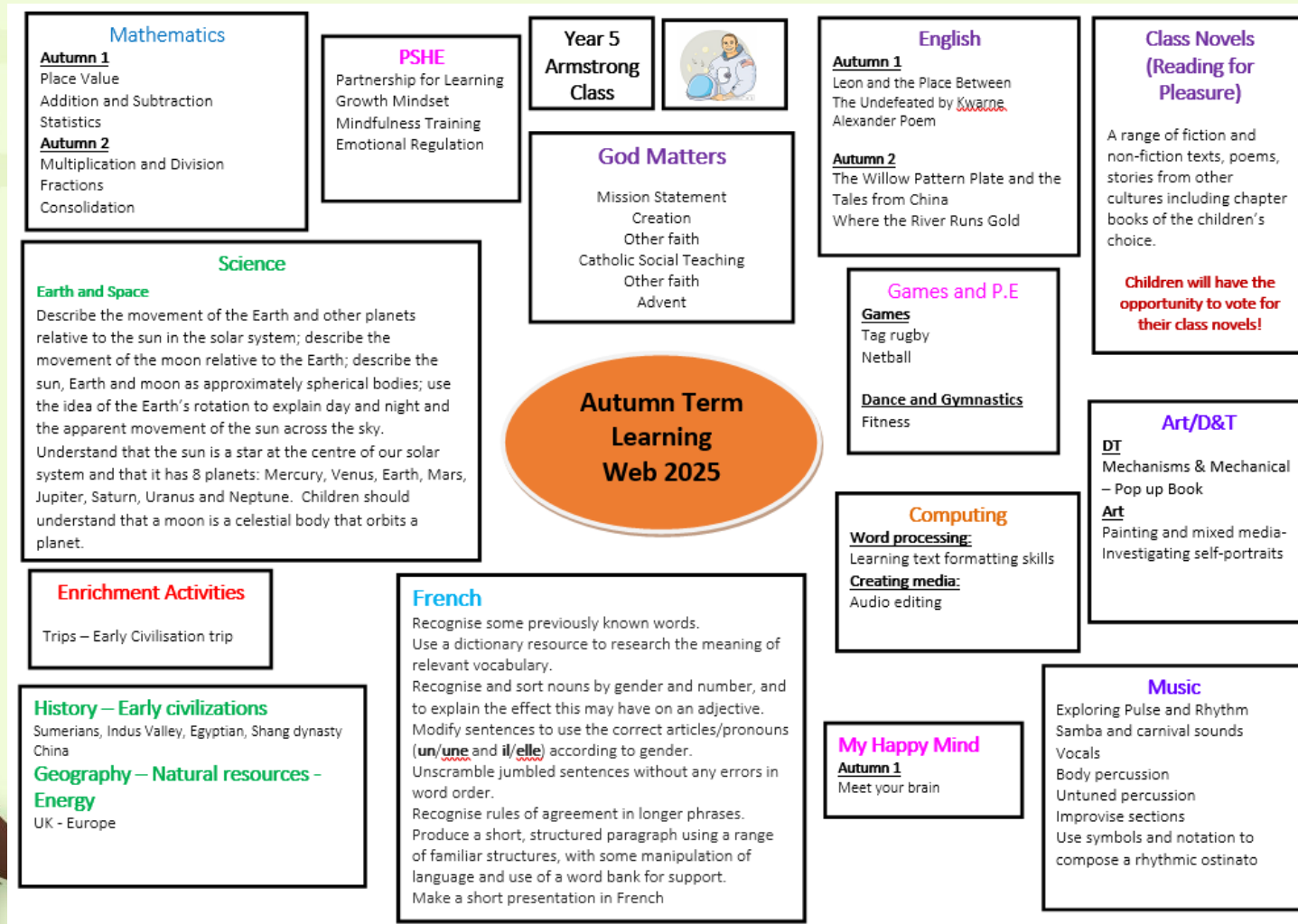
Every Lesson Counts



- Rules about requesting absence have changed – please do not request holidays in term-time. They will not be authorised unless deemed to be in exceptional circumstances.
- If your child is ill, please let us know on the first day of absence by phone or email to school office.
- If your child is ill, please do not send them to school. If they have been sick, they need to remain at home for at least 48 hours as sickness viruses are extremely contagious.



Year 5 Our Learning



You can keep up-to-date with your child's learning by accessing our learning webs.

These are updated every term and are published on our website.



Trips

Off site visits are a great way to enhance the children's understanding of a topic. We are currently in the process of beginning to arrange off site visits to support learning.

Ufton Court

26th November



All children have the opportunity to visit our school library each week. Our library is stocked with a wide range of books suitable for all reading levels and interests. We are fortunate to work in partnership with the Schools Library Service, which provides us with a fresh stock of high-quality books each term. This ensures our collection remains engaging and encourages children to explore new genres and topics.

- Year 5 Library day is every Friday. **Please make sure your child brings their library book in on this day, so they have the opportunity to borrow a new book.**
- Any books that are **lost or damaged** will need to be paid for. There will be a **fine of £7** per book. If you are issued with a fine, you will receive an email from the school office. All fines can be paid via Arbor Shop.
- We are always looking to enhance our library collection and are happy to accept book donations. If you would like to donate books, please ensure they are in good condition. We are looking for high-quality texts that will enrich our pupils' reading experience, so we kindly ask that books linked to children's television shows (e.g., character-based or franchise books) are not included.




St Bernadette's Primary School - Book Slip

Child's Name: _____

Class: _____

Date: _____

BOOK DETAILS

- Title of Book: _____
- Author (if known): _____
- Barcode/Library Code (if known): _____

Please check one of the following:

☐ Late Return
☐ Lost Book
☐ Damaged Book

If damaged, please describe the damage: _____

Oracy

At St Bernadette's, we are committed to developing the whole child, not only academically, but also socially and emotionally. As part of this, we are excited to share with you our focus on oracy, which is the ability to speak and listen effectively.

Oracy is just as important as reading and writing, and it plays a vital role in helping children express themselves clearly, build confidence, and engage meaningfully with others. Oracy is developing the skills of talk as well as learning through talk.

To support our oracy development across the school, we are working with Voice 21, the UK's leading oracy education charity. Through this partnership, we are embedding a consistent and purposeful approach to speaking and listening across all year groups.



Oracy

Our vision for oracy is...

- For our children to understand that their voice is valued.
- For all children to be able to articulate their thoughts, ideas and emotions in order to support learning but also to develop emotional regulation.
- To develop purposeful talk to support learning across the curriculum.
- For children to understand active listening.
- Allowing all students to access and share their learning.
- For our children to know that talk is a life tool

Oracy is now being threaded through our curriculum, to provide more opportunities to develop speaking and listening skills.



8-9



42% have their own mobile phone

97% use any device to go online.

To go online: **73%** use a tablet, **51%** use a mobile phone, and **37%** use a laptop

74% use messaging sites/apps

96% use video sharing platforms

61% use live streaming sites/apps

57% use social media and **69%** have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (**93%**), WhatsApp (**46%**) and TikTok (**42%**)

65% play games online

80% watch TV or films on any type of device other than a TV set (**85%** on a TV set)

41% watch live TV | **74%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

10-12



82% have their own mobile phone

100% use any device to go online.

To go online: **81%** use a mobile phone, **68%** use a tablet, and **48%** use a laptop

94% use messaging sites/apps

99% use video sharing platforms

73% use live streaming sites/apps

81% use social media and **86%** have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (**90%**), WhatsApp (**71%**) and TikTok (**63%**)

77% play games online

79% watch TV or films on any type of device other than a TV set (**87%** on a TV set)

41% watch live TV | **77%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)



3-5



19% have their own mobile phone
85% use any device to go online.
To go online: **69%** use a tablet, **34%** use a mobile phone, and **12%** use a laptop
56% use messaging sites/apps
91% use video sharing platforms
49% use live streaming sites/apps
37% use social media and **60%** have their own social media profile
Across these categories the top 3 sites/apps used by this age group are Youtube (**85%**), WhatsApp (**31%**) and Snapchat (**23%**)
31% play games online
76% watch TV or films on any type of device other than a TV set (**77%** on a TV set)
32% watch live TV | **77%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

6-7



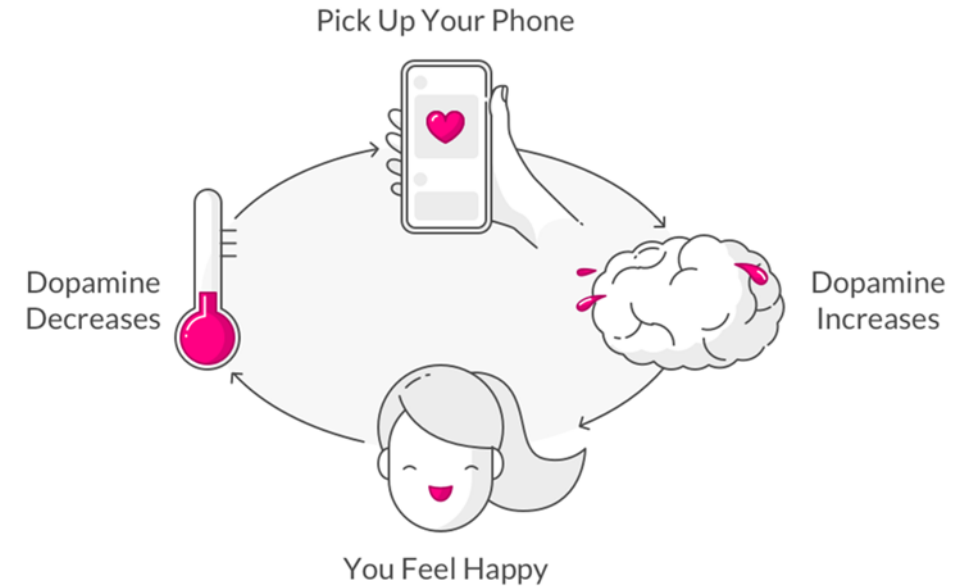
30% have their own mobile phone
96% use any device to go online.
To go online: **80%** use a tablet, **48%** use a mobile phone, and **26%** use a laptop
57% use messaging sites/apps
94% use video sharing platforms
48% use live streaming sites/apps
36% use social media and **63%** have their own social media profile
Across these categories the top 3 sites/apps used by this age group are Youtube (**91%**), WhatsApp (**33%**) and TikTok(**30%**)
43% play games online
78% watch TV or films on any type of device other than a TV set (**83%** on a TV set)
38% watch live TV | **76%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

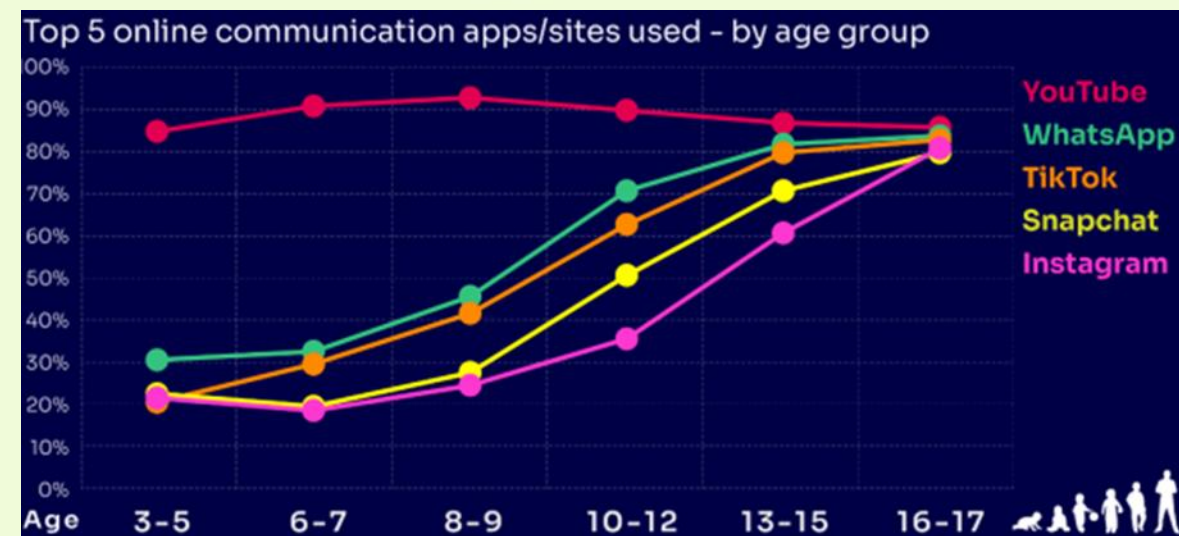
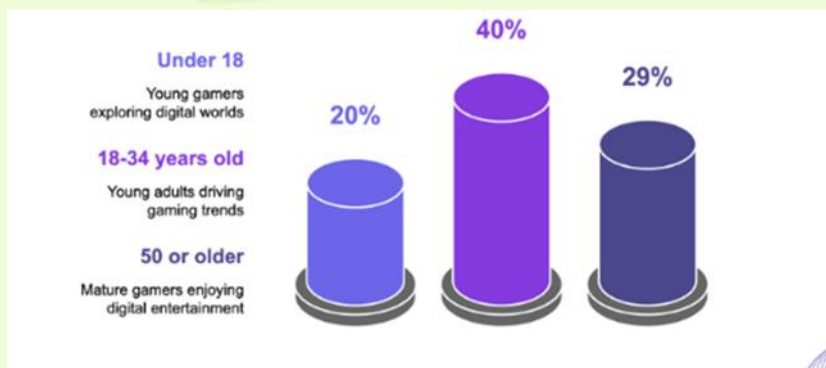
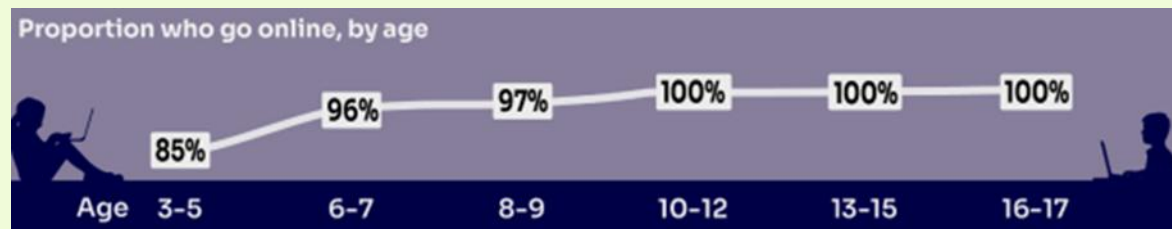
13-15



97% have their own mobile phone
100% use any device to go online.
To go online: **96%** use a mobile phone, **47%** use a tablet, and **56%** use a laptop
99% use messaging sites/apps
98% use video sharing platforms
82% use live streaming sites/apps
95% use social media and **96%** have their own social media profile
Across these categories the top 3 sites/apps used by this age group are Youtube (**87%**), WhatsApp (**82%**) and TikTok (**80%**)
84% play games online
79% watch TV or films on any type of device other than a TV set (**84%** on a TV set)
39% watch live TV | **75%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

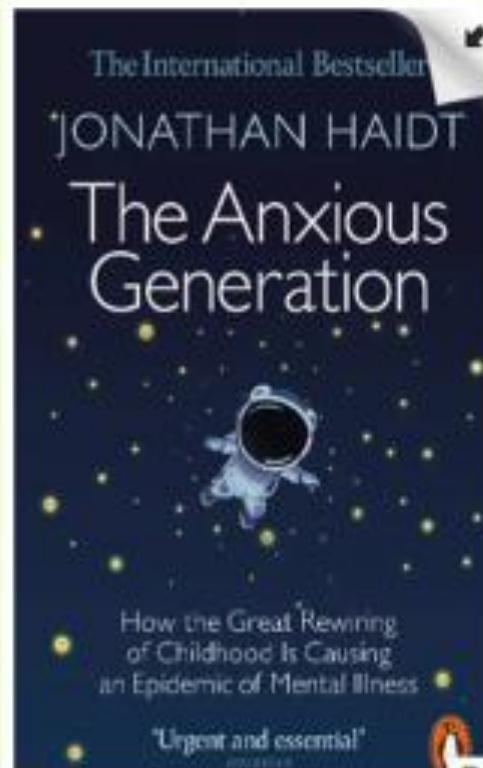
The Dopamine Reward Loop





<https://www.ofcom.org.uk/siteassets/resources/documents/research-and-data/media-literacy-research/children/childrens-media-use-and-attitudes-report-2025/childrens-media-literacy-report-2025.pdf?v=396621>





We are working closely with an Educational Psychologist to help and support our families' and children navigate the digital world we live in.

The Anxious Generation reveals the fundamental ways in which a shift from free-play, to smartphones disrupts development – from sleep deprivation to addiction – with separate in-depth analyses of the impact on girls and boys.

Grounded in ancient wisdom and packed full of cutting-edge science, this eye-opening book is a life raft and a powerful call-to-arms, offering practical advice for parents, schools, governments, and teens themselves.

This book is also available as an audiobook on Spotify.





One of the ways we are supporting our young people and their families', is by taking part in a programme called MyHappyMind.

It is designed to support schools, families and early years settings who care about developing the mental wellbeing of children. The children have weekly lesson in class, which is designed to develop and support their emotional wellbeing.

What does it do?

It combines the latest research, science and technology to help children develop positive, wellbeing lifelong habits so they can thrive.

Why have we chosen it?

As a school we believe that we should be equipping all children with the knowledge, skills and tools to thrive in the modern world. We also want to develop a scientific understand of how your brain and emotions are connected





H is for Hippocampus

myHappymind is all based around helping children to understand how their brain works and to support them in developing positive skills and habits to be their very best selves!



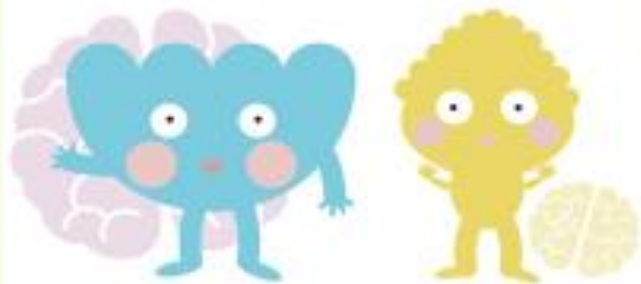
Our Neural Pathways get stronger and stronger the more we do something



Neuroplasticity



MEET YOUR BRAIN



CELEBRATE



APPRECIATE



RELATE



ENGAGE



Throughout the year, your child will experience 5 units which are specifically tailored to the age of the children.

They also have an individual myHappymind journal to write, draw or annotate any personal responses to the lessons.

myHappymind is delivered in schools by class teachers through a series of interactive lessons and then the children apply these learnings throughout the day.



To further embed this learning, myHappymind has developed a Parent App. These resources can be accessed online on your computer, or through an app on your phone.

The Parent App will support you as a parent in understanding what your child is learning, activities for you to do together at home and also a Kids Zone featuring myHappymind Games plus much more!

To access these materials just go to <https://myhappymind.org/parent-resources> to create your free account.

You will need to enter your name, email, and authentication code.

Your authentication code is **116391**



School Rules

Be Safe

Be Respectful

Be Ready to Learn



Partnership for Learning

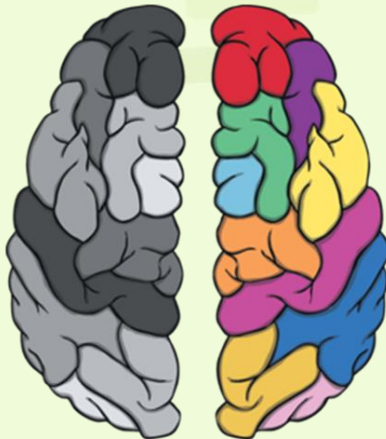


We all achieve more by working together. Classes worked together to identify key attributes that both adults and children needed to demonstrate on a daily basis for the partnership to be successful. Each class has created a partnership for learning, which identifies a promise the children have made in terms of how they will behave, work and respect others.

The attributes and qualities identified included good listening, treating everyone fairly and being organised amongst others.

All members of the class are responsible for ensuring they are actively showing the behaviours of the partnership throughout the school day.

It also sets out the high expectations related to behaviour. We created this together as a class with a strong focus on having a growth mind-set and a positive attitude.



Positively reinforcing behaviour

- House points
- Head teacher's certificates
- Bespoke class rewards – Free Time Fridays
- Attendance award (awarded to the class with the highest attendance that week)



Bullying

At St. Bernadette's we have a zero tolerance approach to bullying and perceive instances of bullying behaviour to follow the STOP acronym:

Several

Times

On

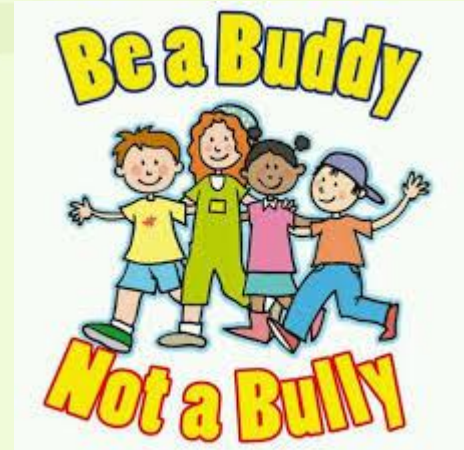
Purpose

Bullying is not:

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Wanting to play a game their way
- A single act of telling a joke about someone
- Arguing

Isolated incidents of unpleasantness, aggression or meanness

Of course, incidents of negative behaviour towards a child will be treated seriously and discussed as a learning point with your children



Our anti-bullying policy can be viewed via the school website



Bullying

Bullying is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- **cyber bullying - bullying via mobile phone or online in social networks, gaming chat rooms, instant messenger**



Consequences for breaking school rules

1. Redirection (if behaviour is serious, this step may be missed out)

- Children who break a school rule will be spoken to in order to redirect their behaviour and help them to understand what they did wrong and what impact this has on them and others.

2. If further rules are broken, the child has ignored the redirection or the behaviour is more serious:

- The child will spend 5 minutes to go through restorative questions with a member of staff (where possible the member of staff who was there or who was affected by the rules being broken).



Restorative conversation

1. What happened?

This is an opportunity to model the compassion and respect we are wanting to develop in pupils. At this stage, the objective is for the pupil to feel understood and heard.

2. How were you feeling and what were you needing?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it.

3. What were you thinking?

The objective at this stage is to help the pupil express their perspective at the time of the incident. This is a great opportunity for the listener to model empathy which de-escalates any existing conflict and lays the ground work for encouraging the pupil to empathise with others in the next question.

4. Who else has been affected? How do you think they might be feeling?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now.

5. What have you learnt and what will you do differently next time?

This is an opportunity to work with the pupil to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people's needs. If there doesn't seem to be an easy solution, for example, they are bored in maths and they have rejected all ideas about how they could make it more fun for themselves, revert to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another.

6. How can the damage be repaired?

Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. The process of apologising to the class, replacing broken equipment, sanding down a defaced desk etc. deters them from doing it again without the need for punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment.





Issues Arising

Issues which arise in school will be dealt with in school by the staff.

Please do not approach other parents or children about incidents which have occurred in school, even if you know them well.

Social Media

Social media and group chats are not an appropriate forum to discuss issues concerning your children, another child or things which have happened in school: it can often compound a problem and, in our experience, it is never part of the solution.



Social Media and information sharing

Children have no access to social media on school devices and should not access it on their own devices while they're on the school grounds.

Children should not make inappropriate comments (including in private messages) about the school, teachers or other children. They should also not share images or post private information about their peers, school or teachers.

We use a very broad definition of social media: “any technology platform which allows the creation and sharing of content across a virtual community”.

This definition includes the well-known services like Tik Tok, Snapchat, Facebook, Twitter, LinkedIn, YouTube, and Instagram, but also smaller services like personal blogs, discussion forums, gaming chat rooms or even the comment sections on web sites.





The Golden Rule

The golden rule of social media is to assume that anything you put on social media will not stay private, will not stay anonymous, and will stay on the internet forever. So always think before you post and express yourself with care. In particular:

- Don't harass, bully, or defame individuals or groups.
- Don't reveal confidential or personal information about yourself or other people
- Don't post links to content that is discriminatory or illegal.
- Don't breach copyright or intellectual property.
- Don't post evidence of you breaking the law



Homework

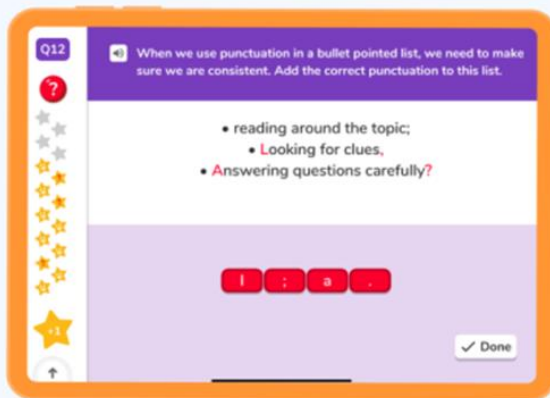
Reading – children will have reading scheme books changed each week and a visit to the library. We expect children to record all reading in their reading record and this will be checked regularly.

Spellings – taken from the statutory years 3 & 4 and 5 & 6 spelling lists.

Doodle Learning- undertaken daily.



How do the children practise?



☒ On tablets, smart phones, laptops or desktops.

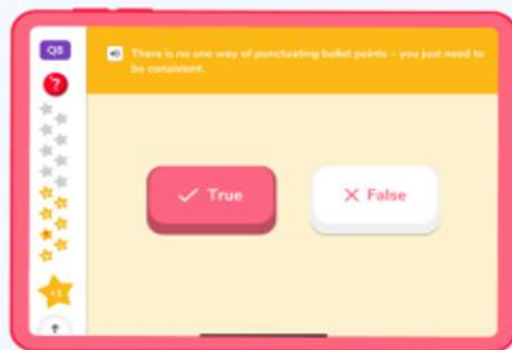
☒ Open the app or login to the site and start answering questions!

WARNING – Doodle does not work on Safari – please opt for a different browser or download the app

☒ Every child will have their own unique login which works on any device.



Use it little and often



Daily 4

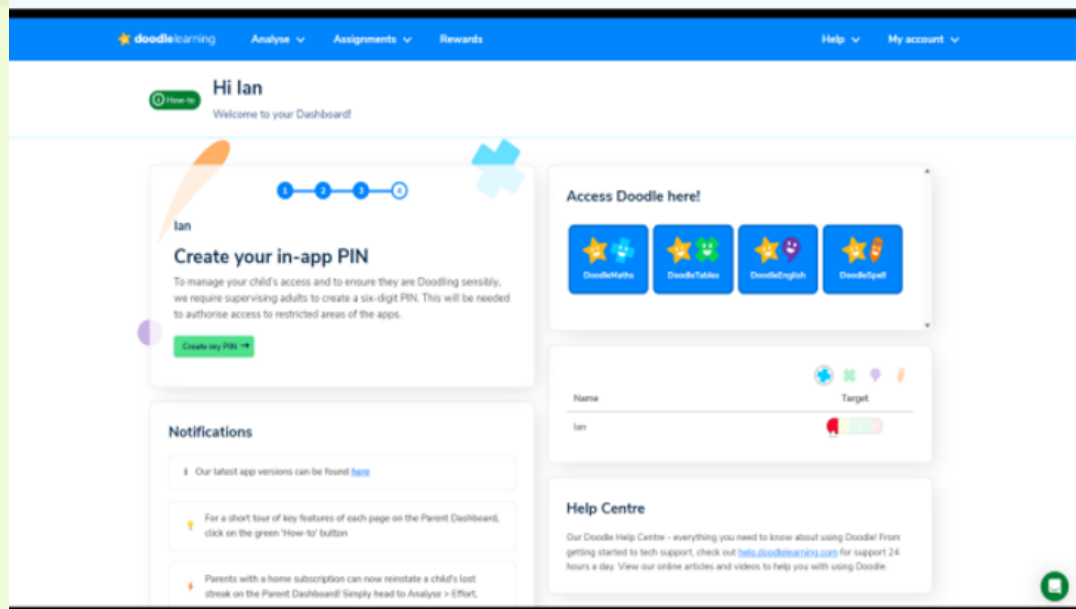
All four areas each

Complete their daily 5/7/9 each day.

The children will be having a small amount of time to do this at school, but it is something that they really have to keep on top of at home daily.



For parents



There is a Parent Dashboard with an overview of usage, stars earned, strengths and areas for development.

Parents can also download the DoodleConnect app.

<https://parents.doodlelearning.com>



How the parent portal might look

• C

> YR4 MEAS - Year 4 Measurement	☐	☐	☒	☐	☐	☒
> YR4 NAS - Year 4 Number – addition and subtraction	☐	☒	☐	☐	☒	☐
> YR4 NFRA - Year 4 Number – fractions	☐	☒	☐	☐	☒	☐
> YR4 NMD - Year 4 Number – multiplication and division	☐	☐	☒	☐	☐	☒
> YR4 NPV - Year 4 Number – number and place value	☐	☐	☒	☐	☐	☒
> YR4 STAT - Year 4 Statistics	☐	☒	☐	☐	☐	☒
▼ Year 5	☒	☐	☐	☒	☐	☐
> YR5 GEO - Year 5 Geometry – properties of shapes	☒	☐	☐	☒	☐	☐
> YR5 GEOPD - Year 5 Geometry – position and direction	☐	☐	☒	☐	☐	☒
> YR5 MEAS - Year 5 Measurement	☐	☒	☐	☐	☒	☐

If your children come and let us know we can also reset their baseline. This can be if they are finding the work too simple or too challenging.



Doodle Learning

Each child's Doodle Learning is targeted to them (which means they might be different for every child)!

We can see a record of who is doing what, for how long.

Every child should be in the 'Green Zone' for each subject – they can see this on their home screen.



Reading



Please ensure that your **child reads daily** and you hear your child read aloud.

Reading is not just about de-coding. Ask your child questions which require them to make inferences and deduction from the text – in other words, can they read between the lines?

Guided reading and related activities take place frequently and is a key focus across the school.



Times Tables

- We follow the Number Sense scheme for times tables.
- Daily sessions for years 3-5 (10 minutes per day).
- It is about repetition and rehearsal.
- Daily sessions start in January in year 3 and continue until needed in year 6.
- In Year 6, we will be completing the sessions at least once a week.

1		2	
$6 \times 9 =$	$24 \div 3 =$	$6 \times 8 =$	$8 \times 8 =$
$54 \div 6 =$	$4 \times 2 =$	$6 \times 7 =$	$8 \times 3 =$
$7 \times 6 =$	$5 \times 4 =$	$54 \div 6 =$	$4 \times 9 =$
$6 \times 9 =$	$8 \times 5 =$	$7 \times 6 =$	$3 \times 5 =$
$7 \times 6 =$	$28 \div 4 =$	$6 \times 8 =$	$7 \times 5 =$
$8 \times 6 =$	$6 \times 3 =$	$8 \times 6 =$	$16 \div 4 =$
$48 \div 6 =$	$6 \times 6 =$	$7 \times 6 =$	$6 \times 2 =$
$8 \times 6 =$	$2 \times 9 =$	$54 \div 6 =$	$27 \div 3 =$
$9 \times 6 =$	$3 \times 2 =$	$6 \times 7 =$	$9 \times 2 =$
$7 \times 6 =$	$15 \div 5 =$	$6 \times 7 =$	$5 \times 2 =$
$9 \times 6 =$	$3 \times 4 =$	$9 \times 6 =$	$9 \times 9 =$
$6 \times 9 =$	$5 \times 8 =$	$42 \div 6 =$	$8 \times 6 =$
$48 \div 6 =$	$4 \times 6 =$	$6 \times 8 =$	$5 \times 9 =$
$9 \times 6 =$	$4 \times 4 =$	$6 \times 8 =$	$2 \times 6 =$
$6 \times 8 =$	$2 \times 2 =$	$7 \times 6 =$	$5 \times 5 =$
$42 \div 6 =$	$2 \times 5 =$	$48 \div 6 =$	$40 \div 5 =$
$8 \times 6 =$	$6 \times 9 =$	$6 \times 9 =$	$9 \times 9 =$
$9 \times 6 =$	$36 \div 6 =$	$6 \times 8 =$	$4 \times 7 =$
$9 \times 6 =$	$7 \times 7 =$	$6 \times 7 =$	$2 \times 3 =$
$6 \times 7 =$	$7 \times 6 =$	$42 \div 6 =$	$3 \times 3 =$

7x6, 8x6, 9x6 first column, all facts learnt so far in second column



Times Tables Display

Facts
we are
learning

Our 36 times tables facts

15 facts learnt so far

21 facts to go

$3 \times 3 = 9$

$4 \times 4 = 16$

$5 \times 5 = 25$

$6 \times 6 = 36$

$7 \times 7 = 49$

$8 \times 8 = 64$

$9 \times 9 = 81$

$2 \times 2 = 4$

$3 \times 2 = 6$

$3 \times 3 = 9$

$4 \times 2 = 8$

$4 \times 3 = 12$

$4 \times 4 = 16$

$5 \times 2 = 10$

$5 \times 3 = 15$

$5 \times 4 = 20$

$5 \times 5 = 25$

$6 \times 2 = 12$

$6 \times 3 = 18$

$6 \times 4 = 24$

$6 \times 5 = 30$

$6 \times 6 = 36$

$7 \times 2 = 14$

$7 \times 3 = 21$

$7 \times 4 = 28$

$7 \times 5 = 35$

$7 \times 6 = 42$

$7 \times 7 = 49$

$8 \times 2 = 16$

$8 \times 3 = 24$

$8 \times 4 = 32$

$8 \times 5 = 40$

$8 \times 6 = 48$

$8 \times 7 = 56$

$8 \times 8 = 64$

$9 \times 2 = 18$

$9 \times 3 = 27$

$9 \times 4 = 36$

$9 \times 5 = 45$

$9 \times 6 = 54$

$9 \times 7 = 63$

$9 \times 8 = 72$

$9 \times 9 = 81$



Reading Diary Expectations

KS2

At this stage, we encourage children to have a greater independence when recording in their reading diaries.

Each child must record at least 3 entries per week to show that they have completed their reading homework. Children are to note how many pages that they have read and they are encourage to write a brief synopsis of what they have read.

Parents are also welcome to make notes of any aspects of their child's reading development that they wish to share with the class teacher.

The class teacher will only record in the reading diary if there is specific reading need or target that needs to be communicated to parents.



Please make sure your child's zippy wallet is in school every day.



Thank you for taking the time to read through this PowerPoint. We hope that you find it useful and informative.

If you have any further questions or need further support, please send an email addressed to your child's class teacher via the school office.

Many thanks,

Miss Huggins



myHappyMind 116391

