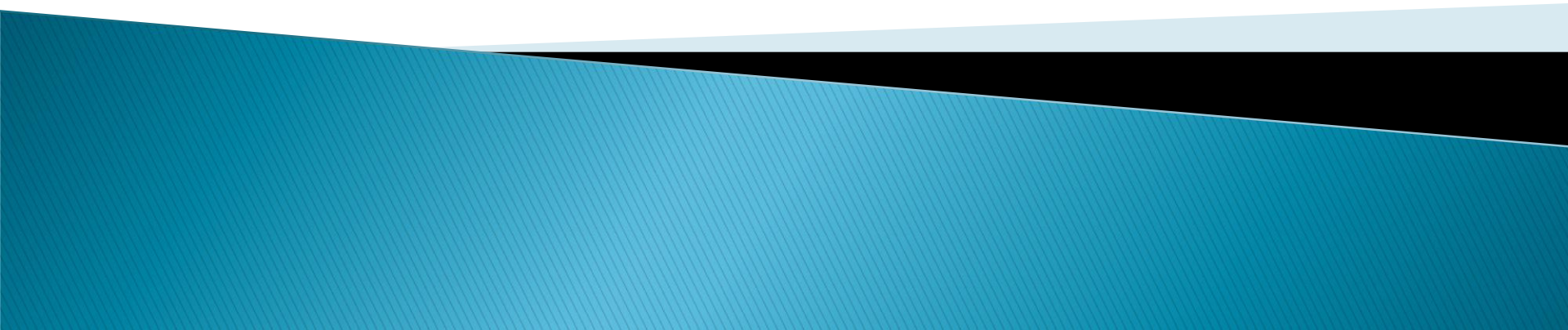


Parent Workshop

Year 5

September 2026



Purpose of this Meeting

- ▶ Get to know your child's class teacher
- ▶ Year group priorities
- ▶ Expectations – attendance, punctuality, homework and behaviour
- ▶ Uniform
- ▶ PE Days
- ▶ Year 5 Curriculum Overview
- ▶ Trip information
- ▶ Swimming details
- ▶ How to support your child at home
- ▶ Online safety

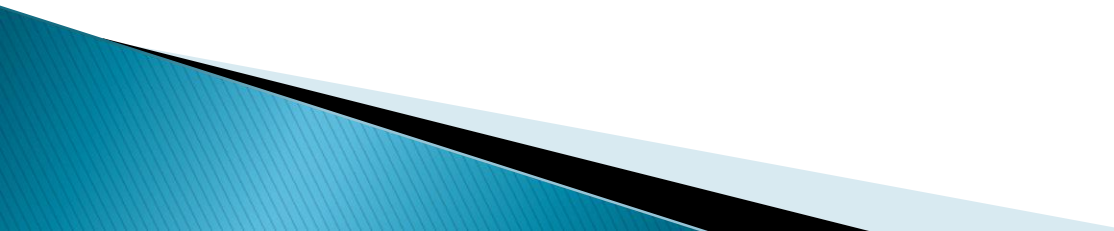
Meet the Team

5 Yellow – Hajra/Munira

5 Blue – Abeda

5 Red – Sonal

5 Green – Michelle

- ▶ **The children will be in Maths sets for 4 days of the week and class maths on a Thursday.**
 - ▶ **Year 5 Support Staff: Hasna, Hamad, Gurmeet. Adults will work across the year group supporting where the needs are.**
- 

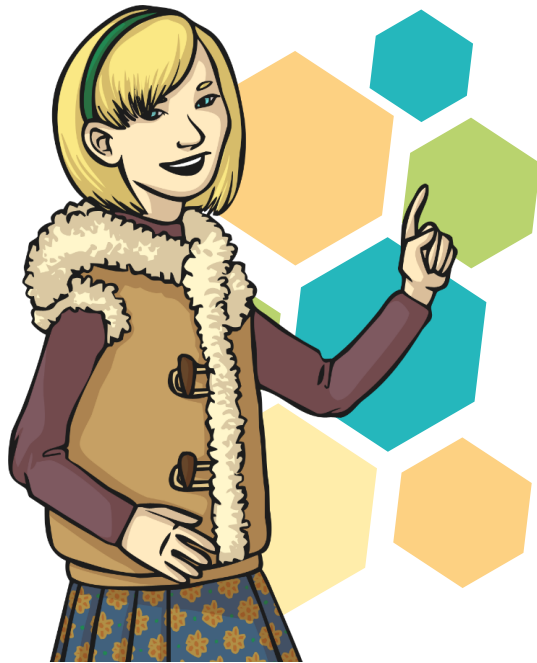
EVERY DAY MATTERS

For every day that your child's class has 100% attendance, your child's class teacher will turn over a letter on this display in their classroom. When all of the letters have been turned over- your child's class will have a non uniform day. Your child's class teacher will send a message via School Ping to let parents and carers know when your class will have a non uniform day.

Good Luck !

School Attendance Facts

Attendance



The government says children should have an attendance of at least 95%.

Having 90% attendance is like having one school day off every two weeks.

Having 80% attendance is like having one school day off every week.

If you have a two-week holiday during school time each year you are in primary school, you will have missed 14 weeks of school by the time you finish year 6.



Why Might We Miss School?

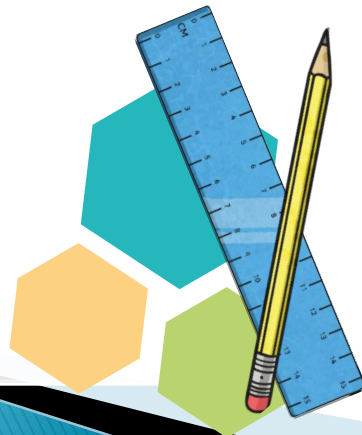
Attendance

Good Reasons

- Being sick
- Illnesses, such as chickenpox
- Celebrating a religious event

Bad Reasons

- Being tired
- Going shopping
- Not having done homework
- Having to babysit
- Holidays being cheaper
- Not having the correct things, such as a PE kit
- Not wanting to go



Expectations

- ▶ Arrive to school at 8:45am and to strive for 100% attendance and punctuality. *Lessons start at 8:45am.*
- ▶ Homework will be set on the Century Tech Online Learning Platform for **English Maths**. There will be videos explaining new concepts and work set. Teachers will be able to keep track where the children are struggling, gaps, trends etc. across the year group.
- ▶ Spelling – children will have weekly spellings to learn, which will be set on spelling shed, following the spelling rules taught in school that week.
- ▶ Rights Respecting School – children are expected to uphold the school values and have been given clear guidelines regarding behaviour. There are clear expectations of behaviour at lunchtime where children will be issued with green and yellow cards.
- ▶ Green for good behaviour and yellow if they are not following our school values and minor behaviour issues. All these are logged on a central system where records are kept.
- ▶ 2X yellow cards in one week result in a blue letter home/reflection
- ▶ 1 X Red card issued for serious behaviour incident same as above results in blue letter home and reflection at lunch time.

Expectations



Cranbrook
Primary School

OUR BEHAVIOUR

Ready to Learn, Ready to Care

OUR KERR VALUES

KINDNESS



- We use kind words and helpful actions.
- We encourage each other's learning.
- We help others if they are stuck or upset.

EQUALITY



- Everyone has the right to learn.
- We include everyone and take turns.
- We make sure our choices don't stop others from learning.

RESILIENCE



- We try our best and don't give up.
- We know mistakes help us learn.
- We listen to feedback and keep improving.

RESPECT



- We listen when others are speaking.
- We follow instructions the first time.
- We look after our classroom and learning resources.

OUR LEARNING BEHAVIOUR



We are ready to learn (on time, equipment ready).



We focus on our work and stay on task.



We ask questions and join in.



We are always ready with an idea or answer.



We work together, share ideas, and take turns when learning with others.



We listen to our partners and value everyone's ideas.



We let everyone learn without distractions.



WHEN WE MAKE POOR CHOICES

STAGE 1



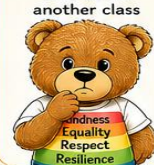
Two verbal warnings



STAGE 2



5 minutes time out in another class



STAGE 3



10 minutes time out in another class



STAGE 4



Blue Letter 1 home to parents/carers



STAGE 5 AND BEYOND



escalate to SLT



WE CHOOSE TO BE OUR **BEST** EVERY DAY!

• Kindness

• Equality

• Respect

• Resilience



Expectations – Uniform

For Girls

Jade round neck sweatshirt with school logo, dark grey skirt, pinafore or trousers and white polo shirt (with or without school logo). In summer girls can wear a green and white check dress.

For Boys

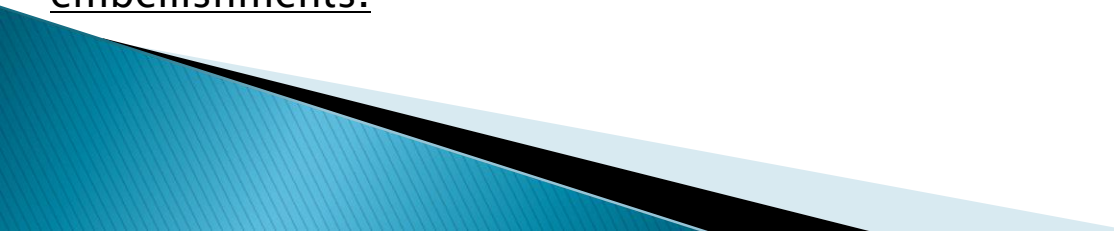
Jade round neck sweatshirt with school logo, dark grey trousers and white polo shirt (with or without school logo). In summer dark grey smart shorts can be worn. No joggers, jeans or leggings to be worn as trousers.

Footwear

Sensible flat black shoes or boots in winter – trainers, flip-flops or backless sandals or shoes are not acceptable.

Hair Accessories

Girls must wear conservative hair accessories in green, black and white without embellishments.



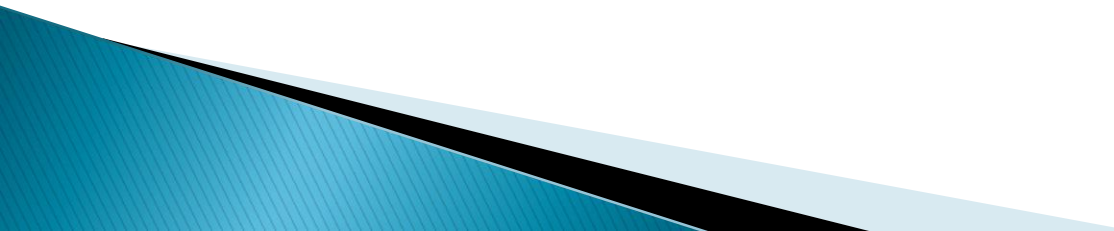
Expectations – PE Days

Every Thursday – ALL 4 classes should come to school wearing their PE kits.

PE kits

- ▶ Plain crew neck t-shirt in the colour of the child's class– red, blue, yellow or green.
- ▶ Plain black jogging bottoms or shorts in summer and a plain black sweatshirt for colder weather.
- ▶ Trainers will be used for both indoor and outdoor PE.

Water bottles with fresh water to be sent to school each day with the child's name and class clearly labelled.

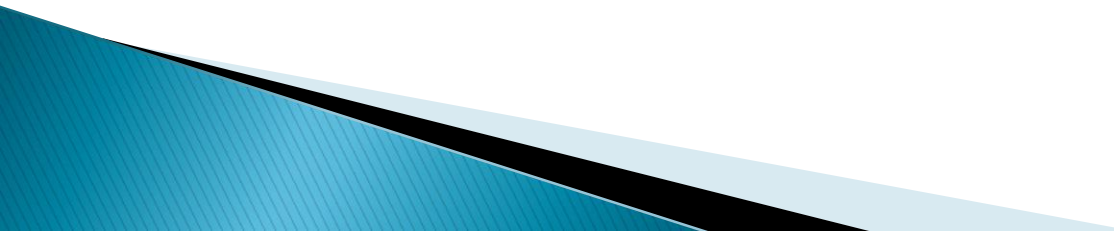


How can you help?

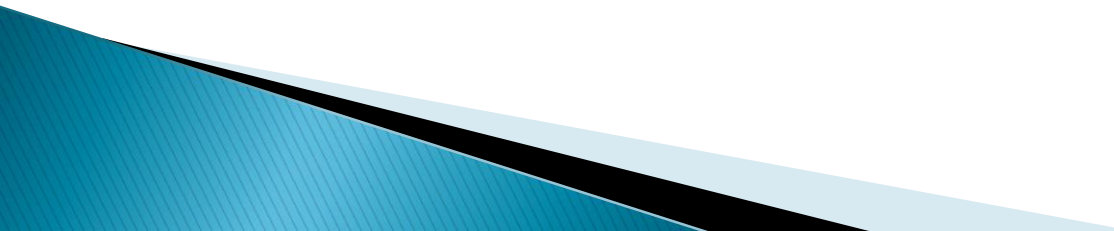


- ▶ Ensure children have access to a wide range of books – this does not have to be an expense, a library membership is free and will allow your children to access a huge range of fiction and non-fiction.
- ▶ Talk about reading – discuss things you enjoy reading, ask the children about what they are reading, talk about the kinds of books and authors you enjoy. Make reading something that is a shared interest rather than something to be done as school work.
- ▶ Model reading for pleasure as a parent – set aside time for you all to sit and enjoy reading together or individually.
- ▶ Use audiobooks as a shared reading experience.
- ▶ Set each other reading challenges – Can you read ten books before you turn ten? Can you read 3 books with animals in?
- ▶ Ensure all reading is valued – picture books, poetry, non-fiction, all literature is good reading material!
- ▶ **Collins books will be allocated online alongside a library book which your child will choose themselves.**

How to support your child's learning at home

- ▶ Monitor homework online is being done. Century Tec is AI generated and will adjust the level of work according to your child. I
 - ▶ It is essential that you continue to support them with their times tables. Use timetable rockstars!
 - ▶ Listen to your child read and/or discuss their books with them.
 - ▶ Discuss current affairs
 - ▶ Ensure you discuss any social/ behavioural issues which may arise
 - ▶ Visit local landmarks, museums and exhibitions
 - ▶ Use interactive websites to support your child's learning (see school website for subject specific link)
- 

Importance of reading

- ▶ A huge emphasis on Reading for pleasure.
 - ▶ Regular reading aloud to improve fluency and application of inference and deduction skills.
 - ▶ Parents to listen to child reading and sign reading records once a week.
 - ▶ Writing across the year is a key focus, especially GPS (Grammar, punctuation and spelling)
 - ▶ Handwriting and Presentation – using Twinkl cursive script
- 

Reading focus

Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based from the details given or implied. 	Explain Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise Summarise the main ideas from more than one paragraph. 
Example questions • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....	Example questions • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story?	Example questions • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Example questions • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	Example questions • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?



Why is reading for pleasure important?



- ▶ Simply put, reading for pleasure increases mental wellbeing. The importance of this, especially after the roller-coaster years we have experienced, cannot be stressed enough.
- ▶ The National Literacy Trust's research has found that children and young people who are the most engaged with literacy are three times more likely to have higher levels of mental wellbeing than children who are the least engaged (39.4% vs 11.8%).
- ▶ Reading for pleasure naturally increases the literacy levels of young adults too, thereby helping their entry into the job market. Low levels of literacy undermine the UK's economic competitiveness, costing the taxpayer £2.5 billion every year.
- ▶ Reading for pleasure has also been shown to have massive social advantages and can boost children's confidence for many elements of their school life and beyond into their experience of the work place, and even to support them as adults to help their own children's learning should they become parents.

Year 5 Autumn 1 2026

Maths

We will be learning about:

Number: Place Value (numbers up to 1000,000)

Number:

We will learn to:

- Read, write and order numbers up to 1000,000
- Read number words and write the matching numerals.
- Explore Roman numerals to 1000.
- Say which number these letters represent I, V, X, L, C, D, M
- Understand the greater than and less than sign. < >

Guided Reading

We will be reading the book
Coraline a bewitching classic
Children's novel.

English



Outcomes

This term, we will be delving into the stories of the Hidden Figures, exploring their perseverance, achievements, and the barriers they overcame to make a lasting impact on NASA and the world of science..

We will explore *Firebird* by Saviour Pirotta, developing their understanding of characters, settings, and story structure. Through a range of engaging activities, they will produce **character descriptions, story retellings, formal letters**, and an original **fairy tale narrative**, building their creativity, vocabulary, and writing skills while responding thoughtfully to the text.

Wow Event

We will be visiting The British Museum to study more about the Viking. Whilst we are there we will also take the time to discover the Ancient Greek Exhibition and the Islamic Civilisation

During our Stunning start day we will be looking in depth into Viking Life. What they ate, believed and how they lived.

We will be taking part in a bread workshop exploring different types of bread and then moving onto making Viking bread.

Key Vocabulary

Climate change, global warming
persuasive, ancient, Viking, long ship,
settlement filtering, zakat, five pillars,
Greenhouse effect,



Year 5 Autumn 1 2026

Suggested Home Learning

Spelling Shed weekly spellings and spelling games.

Century Tech-Assignments +

Pathways (personalised)

Timetable Rockstars

Hit the button- number facts

Collins e-books- reading books.

Cultural Capital:
Visit the library

Museum visits- British museum for the Vikings.

History

In History we will be using different sources to find out more about the Vikings and what impact they had on the rest of the world.

Science

In Science we will be learning about what mixture and solutions are and the best way to separate them. We will also look at the water cycle and how it occurs.

Art

In Art we will be focusing on the artist Elizebeth Catlett and how she uses gestural sketches in her drawings. We used this as inspiration to create our own Art work.

R.E

We will be learning about the religion of Islam and what it means to be a Muslim. There will be a particular focus on the 5 pillars of Islam and how they form the foundation for Muslims.

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
A 1	History	INSET	New for 24/25: British history 4: Were the Vikings raiders, traders or something else?					
	Science	Tribal Classrooms	Materials					
	Art	Wellbeing- Curriculum (5 lessons)	Drawing Still Life					
	PSED		Living in the wider world- Belonging to a community					
	RE		2.19 What does it mean to be a Muslim? (First half of the unit)					
	PE							

Year 5 Autumn 2 2026

Maths

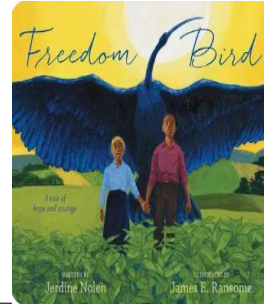
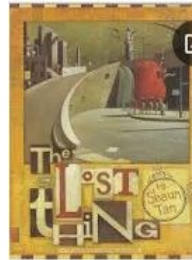
We will be learn about:

Rounding numbers up and down to the nearest 10,100,1000

We will be defining and finding factors, primes and multiples.

Addition and subtraction using column methods and mental strategies.

English



Outcomes

Through imaginative storytelling and a range of purposeful writing opportunities, children will create their own 'Lost Thing' narratives while developing skills in diary writing, formal letters, guides, non-chronological reports, adverts, official paperwork, and lost property tags.

Children will explore biographical writing alongside a variety of poetry and non-fiction genres, developing their ability to inform, explain and inspire through biographies, poems, explanations, letters, postcards, recounts and narrative poetry.

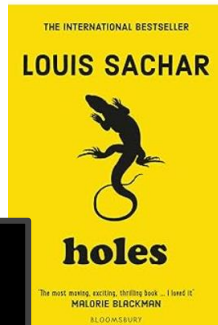
Wow Event

We will be visiting East London Mosque to learn about Islam which is part of our R.E topic.

We will also be focusing on the features of East London mosque and how it is similar to different places of worship.



Guided Reading



We will be reading the book Holes in more depth answering questions and discussing the challenging themes that run throughout the book.

Key Vocabulary

Zakat, foundation, suspense, juvenile, detention, Alps, fold mountains.

Year 5 Autumn 2 2026

Suggested Home Learning

Geography

D.T

Spelling Shed weekly spellings and spelling games.

Century Tech-Assignments +

Pathways (personalised)

Timetable Rockstars

Hit the button- number facts

Collins e-books- reading books.

Cultural Capital:
Visit the library

Museum visits- British museum for the Vikings.

Experiment cooking different types of pasta dishes,

In Geography we will be looking at the Alps, where they are located on a map and what sort of landscapes make up the Alps. We will also be comparing what things there are to do in the Alps in comparison to our local area.

Science

In Science we will be looking at the properties of different materials. We will be looking at the hardness, transparency and conductivity of different materials and deciding which ones would be best to design a spacesuit.

In DT we will be learning about food and nutrition. Once we have learnt the key skills for cooking we will be making a delicious, healthy spaghetti bolognese.

R.E

We will be continuing on our previous learning about Islam. There will be a particular focus on places of worship and the mosque. We will be visiting the Cambridge Mosque and seeing how many features we can identify.

A 2	Geography		What is life like in the Alps?				
	Science	Materials: Mixtures and separation					
	DT	Cooking and nutrition: Developing a recipe L2	Cooking and nutrition: Developing a recipe L3	Cooking and nutrition: Developing a recipe L4	Cooking and nutrition: Developing a recipe L6	Electrical systems: Doodlers L1	Electrical systems: Doodlers L2
	PSED	Living in the wider world- Media literacy/digital resilience/ Money and Work					
	RE	2.19 What does it mean to be a Muslim? (Second half of the unit)					
	PE						

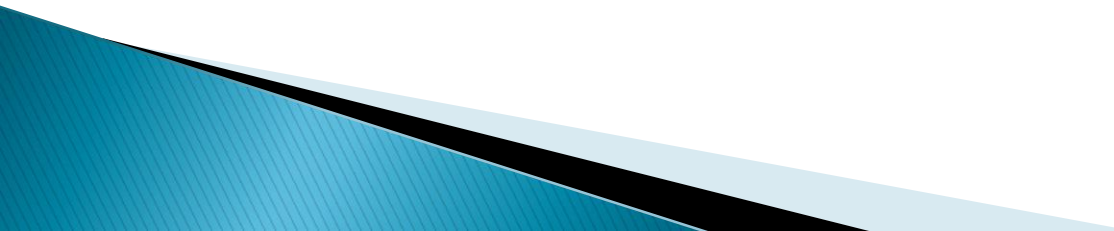
Trips

- ▶ Autumn term trip to the British Museum to learn about the Vikings

East London Mosque–

8th October 5B & 5G

15th October 5Y & 5R

- ▶ 5G & 5R– Tuesday 24th November
 - ▶ 5Y & 5B– Wednesday 25th November
- 

How does your child feel about **YOUR SCREENTIME** vs **THEIRS?**



“ When I grow up, I want to be an iPhone so my mum will talk to me ”

~ London pupil

Download me again from safeposters.lgfl.net

MAKES YOU THINK...

Talk to your child about their device use, but remember yours, too

LGfL 
SafeguardED

DID YOU KNOW?

45% of 8–11s feel that their parents' screentime is too high

35% of 8–17s feel that their own screentime is too high

Source: Children and parents: media use and attitudes report 2024

LGfL 

SafeguardED

YOU don't need to be an **EXPERT** ... be a **PARENT/guardian**

- It's your choice – Don't let others dictate when the right time is to use tech.
- Stay involved – make time to communicate, talk about what they are doing. What do they enjoy? What makes them laugh?
- Don't quiz them – have regular conversations. What's their favourite app? What is the best site to learn new things from?
- Join in – watch them play a game and join in. Who are they playing with? Do they know the other players?
- 'Show me how...' – ask their advice to help you with your privacy settings, who you should add as a friend, are there any risks?
- Lead by example – children learn as much from watching as they do from being told not to do something, so model good behaviour
- Reassure them – tell them that they won't get in trouble and that you are always there to help.

Find conversation starters, story time ideas and top tips to reinforce key safety messages at parentsafe.lgfl.net

Digital Family Agreement  **LGfL DigiSafe®**

I will:	Why?	Parent/carer will:	Why?
Check with mum before getting a new app or game or buying an add-on so she can check it's safe		Put our devices down when you want to talk to me/us so we can model good behaviour	
Set up privacy and safety settings on any apps and sites I use and show them to dad, so he doesn't worry		Keep our mobiles away for important family time, e.g. breakfast and dinner so we can have quality time and talk	
Check with mum or dad before going live and explain what I can do to avoid any risks		Trust you to manage your screen time sensibly as we agreed, and only say something if I/we are worried, to help you stay safe and healthy	
Not post or share any personal information, e.g. mobile, address, to stay private and safe		Ask permission before sharing any photos of you, to respect your privacy	
Put my phone down when we're eating together or mum or dad want to talk, as it's respectful			
Turn off notifications when I'm doing homework and at bed time, to help concentrate and sleep			
Come off my devices an hour before bedtime to unwind and Sleep well!			

If there are any issues: We will talk about it calmly and respectfully. I may have to show you more about what I am doing on devices or other consequences

If I'm worried by anything: I can tell mum or dad and they won't judge me. I can talk to Mr Patel at school. I can contact Childline or The Nix.

Signed: Sophie Mum Dad
Today's date: 24th March Date we will review this: 24th May
Download the app and find more support for parents at parentsafe.lgfl.net



Online Safety and Social Media

Online Safety Workshops for parents will commence soon.

Information will be provided via Parentmail.

Educate! Educate! Educate!

The more we are aware, the less likely we are to get harmed!

Social Media:

Main vehicle used by extremist groups to recruit and voice views

FOMO- Fear of missing out! – want to engage all the time

Lack of sleep

Increased risk of anxiety and depression

Girls more likely to seek comfort on social media when worried

Apps:



Termly Safeguarding Newsletters are produced. They are available on the school's website.

All children read and agree to abide by Cranbrook's AUP (acceptable use policy)

Talk to your children and create boundaries/rules with them!

Termly Safeguarding Newsletters are produced with helpful tips for parents.

They are available on the school's website.

Sexting:

Sending or receiving of sexually-explicit or sexually-suggestive images or video via a mobile phone, or a piece of hardware!

A mistake that you can never take back!

Why do children do it?

Boost their self-esteem

A Dare!!

Get attention

'Everyone else is doing it'

What are the consequences?

No control over how the images are shared

Blackmail

Bullying

Emotional Distress

Unwanted attention

What can I do?

Have a conversation

Explain the risks of sexting

Be supportive and understanding

**Think about screen time
Set up parental controls**

Encourage your child/ren to play 'Interland' An online game based on Online Safety!

Useful websites:

<https://www.internetmatters.org/>

<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

Talk about the use of artificial intelligence (AI) with your child.

Online Safety

eSafety (Cyberbullying & Radicalisation)

What is done in school?

- The school's Internet connection is filtered on several levels including by the Local Authority to keep children and staff safe when going online.
- eSafety is taught in school.



ZIP IT



BLOCK IT



FLAG IT

***Weekly Online Safety Discussion Sessions take place during morning tasks.**

- **ZIP IT** – Keep your personal stuff private and think about what you say and do online
- **BLOCK IT** – Block people who send nasty messages and don't open unknown links and attachments
- **FLAG IT** – Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

E-safety is not just about the safe use of computers, laptops and iPads but also **mobile phones** too!



The Prevent Strategy

- Government initiative to counter the issue of extremism and radicalisation
- The school approaches the strategy through the teaching of critical thinking skills, open discussions on British Values such as Democracy, Rule of Law and Freedom of Choice.



Educate! Educate! Educate!

The more we are aware, the less likely we are to get harmed!

Social Media:



Peer 2 Peer Bullying

K

Class emails

5yellow@cranbrookprimary.redbridge.sch.uk

5blue@cranbrookprimary.redbridge.sch.uk

5red@cranbrookprimary.redbridge.sch.uk

5green@cranbrookprimary.redbridge.sch.uk

