

**Parent Workshop**

**Year 5**

**September 2025**



# 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 – Sofia**

**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: Preeti, Smita, Gurmeet and Ruth. Adults will work across the year group supporting where the needs are.**

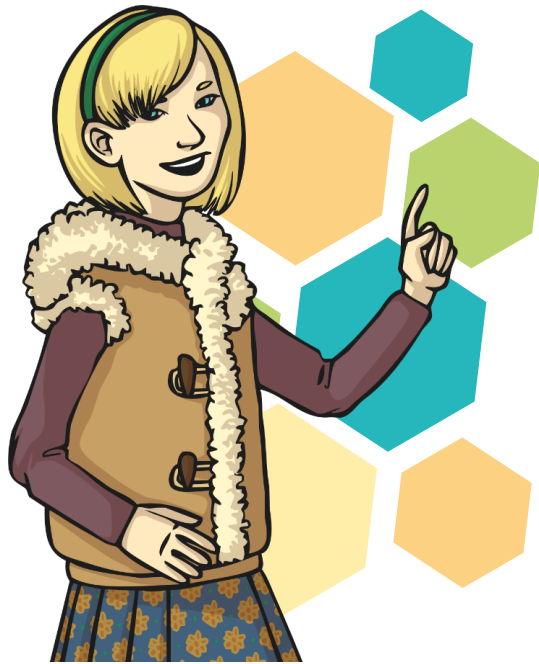
# EVERY DAY MATTERS

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?

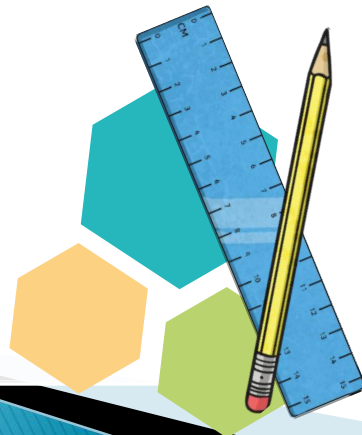
Attendance

## 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. All three core subjects, **English Maths and Science** will have homework. 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.
- ▶ Parents will be given a letter and a guide explaining how to use this. We will also hold workshops for further support. If you have any questions, please come see the team.
- ▶ 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.



# 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.

# How can you help?

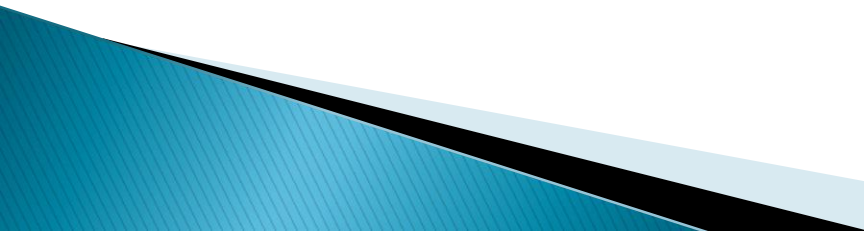


- ▶ Ensure children have access to a wide range of books – this does not have to be an expense, a library membership is free and will allow your children to access a huge range of fiction and non-fiction.
- ▶ Talk about reading – discuss things you enjoy reading, ask the children about what they are 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 to each child alongside hard copies.**

# Reading focus

<p><b>Vocabulary</b></p> <p>Find and explain the meaning of words in context.</p> 	<p><b>Infer</b></p> <p>Make and justify inferences using evidence from the text.</p> 	<p><b>Predict</b></p> <p>Predict what will happen based from the details given or implied.</p> 	<p><b>Explain</b></p> <p>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.</p> 	<p><b>Retrieve</b></p> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p><b>Summarise</b></p> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....</li> <li>• How can you tell that.....</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....</li> <li>• Who is telling the story?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of .... effective?</li> <li>• The mood of the character changes throughout the text.</li> <li>• Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What affect does .... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did .... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...?</li> <li>• How often...?</li> <li>• Who had...? Who is...? Who did....?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How .... is .....</li> <li>• What can you learn from ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/ middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>

# 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
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# 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.**

# Year 5 overview

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									
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	Electrical systems: Doodlers L3	

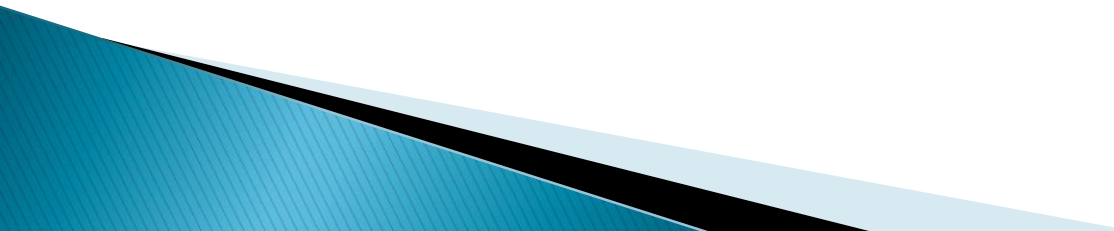
# Trips

- ▶ Autumn 1 term trip to the British Museum to learn about the Vikings
- ▶ 5G & 5R– Tuesday 7<sup>th</sup> October
- ▶ 5Y & 5B– Wednesday 8<sup>th</sup> October

Cambridge Mosque–TBC

- ▶ Spring–Science Museum
- ▶ Summer Year 5 Residential–Gilwell Park

# How to support your child's learning at home

- ▶ Assist with homework whenever possible and let us know how much input you are giving when necessary
  - ▶ It is essential that you continue to support them with their times tables
  - ▶ 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)
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# How does your child feel about **YOUR SCREENTIME vs THEIRS?**

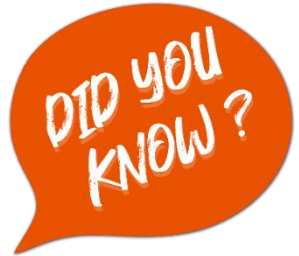


“ When I grow up, I want to be an iPhone so my mum will talk to me ”  
~ London pupil

Download me again from safe posters.lgfl.net

**MAKES YOU THINK...**  
Talk to your child about their device use, but remember yours, too

**LGfL**  
SafeguardED



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

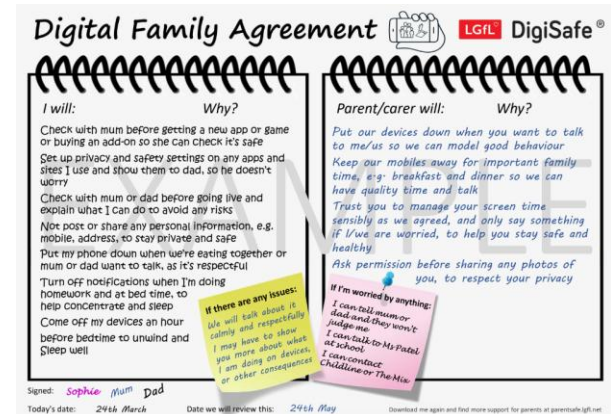


SafeguardED

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

**Find conversation starters, story time ideas and top tips to reinforce key safety messages at [parentsafe.lgfl.net](https://parentsafe.lgfl.net)**

- ▶ 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**.



# 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 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.

If you suspect it, report it!



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](mailto:5yellow@cranbrookprimary.redbridge.sch.uk)

[5blue@cranbrookprimary.redbridge.sch.uk](mailto:5blue@cranbrookprimary.redbridge.sch.uk)

[5red@cranbrookprimary.redbridge.sch.uk](mailto:5red@cranbrookprimary.redbridge.sch.uk)

[5green@cranbrookprimary.redbridge.sch.uk](mailto:5green@cranbrookprimary.redbridge.sch.uk)

