

Welcome to Penguins Class

Your teacher is....



Mrs Armstrong

This information pack will give you information about Penguins Class and answer any questions you may have.

Transition Days — New year 5 and 6 pupils.

We have a transition day for pupils to come together as a new class and to take part in transition activities.

- During the morning, after registration, we will spend the morning in Penguins where we will play games and get to know each other. We will talk about expectations and rules especially changes for next year.
- In the afternoon we will take part in a PE lesson and create some artwork for our new classroom. This will be put up during the holidays so that pupils have some of their own work on display when they come back after the holidays.



On Your Child's First Day

New year 5 and 6 pupils

What to wear ..

- ✓ Full school uniform
- ✓ Grey/black trousers or skirt
- ✓ White shirt or blouse
- ✓ Red sweatshirt or cardigan
- ✓ Sensible black shoes (no trainers)



What to bring ..

- A coat
- Water bottle – (no bottles with straws)
- Snack
- Lunch box (if having a packed lunch)
- A small bag to carry reading books and snacks.

First Day Back



- On Wednesday 4th September school starts at 8.50 am
- Please arrive on the playground as usual where I will collect the children and walk with them to the classroom.
- If you arrive after 8.50am please bring your child to the main reception, where they will be signed in.
- School finishes at 3.20pm. Please let me know if you are allowing your child to walk home on their own or to the carpark. I will not let them go if I haven't received verbal or written permission.
- If your child is going home with someone different then the school will need permission before we let them go.

Breaktimes

- The children have a morning break at 10.30am.
- Water Bottles –pupils will need to bring their own bottles into school. These bottle must have a lid and should be of regular water bottle sized (they need to fit in a sports carrier) Water is preferred but if your child really doesn't like water then weak sugar free squash is allowed in an opaque water bottle.
- Snacks- we would encourage children to bring a healthy snack (fruit preferably) to eat during break time. Nut products, chocolate and/or crisps are not allowed, and your child will be asked to keep these in their bag to take back home.
- We will also have chance to exercise in the afternoon 'Daily Mile'
- Please ensure your child has a waterproof coat with them all all times.



Lunchtimes

- Lunchtime for Penguins will be – 12.00pm-1.00pm
- All pupils having a school meal must be ordered on Parent Pay pay before 8am.
- Children will not be able to change their order once received by the kitchen.
- Pupils will be able to volunteer to be Play Leaders



Health

- Staff need to be aware of your child's medical background, in particular, any allergies (e.g. bee stings, dairy food), any dietary restrictions (e.g. vegetarian) and any medical conditions that are important for us to know (e.g. asthma or eczema).
- It is imperative that all inhalers are kept in school and are up-to-date.
- Children can suddenly become ill and therefore it is important that we know we can contact you or another adult/relative at all times. Please ensure that the school is kept up to date with your contact details. If your child is unable to attend school due to illness, please telephone the school office to let us know.



Reading



- Reading is an important skill, and we value it highly at Manor.
- At school, your child will be given or will be able to choose a reading book from the school or class library system which they will take home daily. We ask that this book is returned each day to school.
- Reading Record books will be sent home along with a reading book. Please ensure that each time your child reads, that the book is completed with a comment. When we listen to your child read in school. We will also sign the book and add any relevant comments.
- Reading recorded books signed weekly by staff.

Reading Every Day Goes a Very Long Way

Student A Reads

- ✦ 20 minutes per day
- ✦ 3,600 minutes per school year
- ✦ 1,800,000 words per year



Student B Reads

- ✦ 5 minutes per day
- ✦ 900 minutes per school year
- ✦ 282,000 words per year



Student C Reads

- ✦ 1 minute per day
- ✦ 180 minutes per school year
- ✦ 8,000 words per year



Want to be a better reader? Read more!

You can help support your child's reading development by listening to them read, reading to them yourself and sharing a variety of books at home. We value your support and encourage you to contribute to your child's reading diary.

Topics Covered in Penguins

- There are daily maths and English lessons, often linked to the interesting and varied topic work we do.
- We will aim to take the children on a number of school trips linked to the curriculum. This year we would hope to include a visit to Viking Education centre, and of course our residential to Laches Wood
- Topic plans and Knowledge Organisers will be sent out each term or half term and will detail the subjects and objectives covered.
- For more information on the national curriculum for key stage 2, please visit <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum> or our school website.

Our Curriculum

- Subject based for each half term
- Subjects: history, geography, etc
- Statutory requirements: RE and PE

Topics for this year include:

- Vikings
- Tudor England
- Romans
- Stone Age
- Earth and Space

<p>In English, we will learn to write for a range of purposes including:</p> <p>Pictorial: Colourful Semantics - Lists, captions and sentence writing all about ourselves. Life and the Secret of the Rain by David Conway. Non-Fiction: Here We Are (Oliver Jeffers).</p> <p>Topic writing - Pictorial: Our school and Droyton Bassett.</p> <p>Grammar and Punctuation following No Nonsense Grammar. Scheme - Different ways to construct sentences.</p> <p>Handwriting - Yr 1 - straight line cursive letters: i, l, t, x, z and curves to start cursive letters: c, d, g, q, o, e, s.</p> <p>Yr 2 - Introduce and practise the cursive letter bottom joins: ai, or, ou, ow, ay, igh, th or oe, ff, n, kn, k, qu, sh, th, ur.</p> <p>Year 1 Phonics Phases recap 3 & 4.</p> <p>Year 2 Phonics Recovery Curriculum - phases 3-5 recap.</p> <p>Reading - Year 1 - Daily reading small group activities focusing on building fluency, phonological awareness, retrieval vocabulary, sequencing and beginning to use inference.</p> <p>Year 2 Whole Class Reading - 'We Are All Different', 'Flat Stanley' and Poetry - focusing on predictions and understanding of the text and answering questions. Non-Fiction text - 'Here We Are'.</p>	<p>In Maths, we will:</p> <p>Place value - Year 1 Sort, count and represent objects, read, write, count forwards and backwards. Count 1 more and 1 less. Compare and order numbers including ordinal numbers.</p> <p>Place value - Year 2 Count objects up to 100, represent numbers using part whole models. Add with tens and ones, use a place value chart, compare and order objects and numbers. Count in 2s, 5s, 10s and begin to count in 3s.</p> <p>In Science, we will: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense, notice that humans, have offspring which grow into adults. Find out about and describe the basic needs of humans, for survival and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Product: a diagram of the human life cycle.</p>	<p>In Geography, we will compare our village to a village in Africa by:</p> <p>Naming and locating our local town, observing and describing the human and physical geography of a small area of the United Kingdom (Droyton Bassett), using basic geographical vocabulary to refer to physical and human features of our school and its grounds and of the surrounding environment, using photographs to recognise landmarks and basic human and physical features; devise simple picture maps, using simple fieldwork and observational skills to study the geography of our school and its grounds, understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Droyton Bassett), and of a small area in a non-European country (Village in Africa) using aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.</p> <p>Product: a labelled map of our school and Droyton Bassett.</p>
<p>In Art, we will:</p> <p>Create portraits of ourselves and others by drawing, using naming, matching and drawing lines or marks from observation, using the correct pencil when drawing a specific feature, drawing from direct observation, showing control with the pencil, using a range of media, draw on different surfaces, draw and create shapes, investigate tone by drawing light/dark lines, holding a brush correctly, applying the correct amount of paint, blending colours together, cleaning brushes, using clean water, using different brush sizes and types, naming the primary colours, mixing and creating secondary colours, experimenting with tinting and shading, describing what I like and can see in the work of another artist, asking sensible questions about a piece of art and discussing how other artists have used colour, pattern and shape.</p> <p>Product: a self portrait in the style of Andy Warhol using ICT.</p>	<p>This is Me!</p> <p>Swans Class</p> <p>Term 1a</p> <p>In Computing, we will:</p> <p>Learn basic computer skills to turn on and off a computer, launch an application and manipulate windows, open and save a file, drag and drop objects, learn how to type on a keyboard, learn how to edit, undo and review text, begin to format text and learn how to stay safe when using the computer.</p> <p>Product: a word-processed document about our school and Droyton Bassett.</p>	<p>In PE (Invasion Games), we will:</p> <p>travel in different ways with control, learn to move with a ball, use the space when passing and retrieving a ball, use throwing and catching to pass and retrieve a ball, use attacking and defending skills and follow rules to play a game.</p> <p>Product: a team game based on rugby.</p>

PE



- After a successful trial, we are asking that pupils come
- dressed in their PE kits on the day they have their PE lesson. Full details of our PE kit can be found on the school webpage.
- If your child does not arrive in their kit, then the pupil will need to borrow one of our spare kits or will miss their PE lesson for that week and will therefore need to complete a 'PE Lesson' crib sheet detailing the lesson that they have missed.
- Please remove earrings on the day as we are not allowed to remove them. Long hair must be tied back.
- Forest School – Spring Term - year 5. Details and dates to follow.

Forest school items – trousers, long sleeved top, jumper, waterproof coat and trousers, wellington boots, hat, scarf and gloves)

Year 6 will remain in school working on SATs skills.

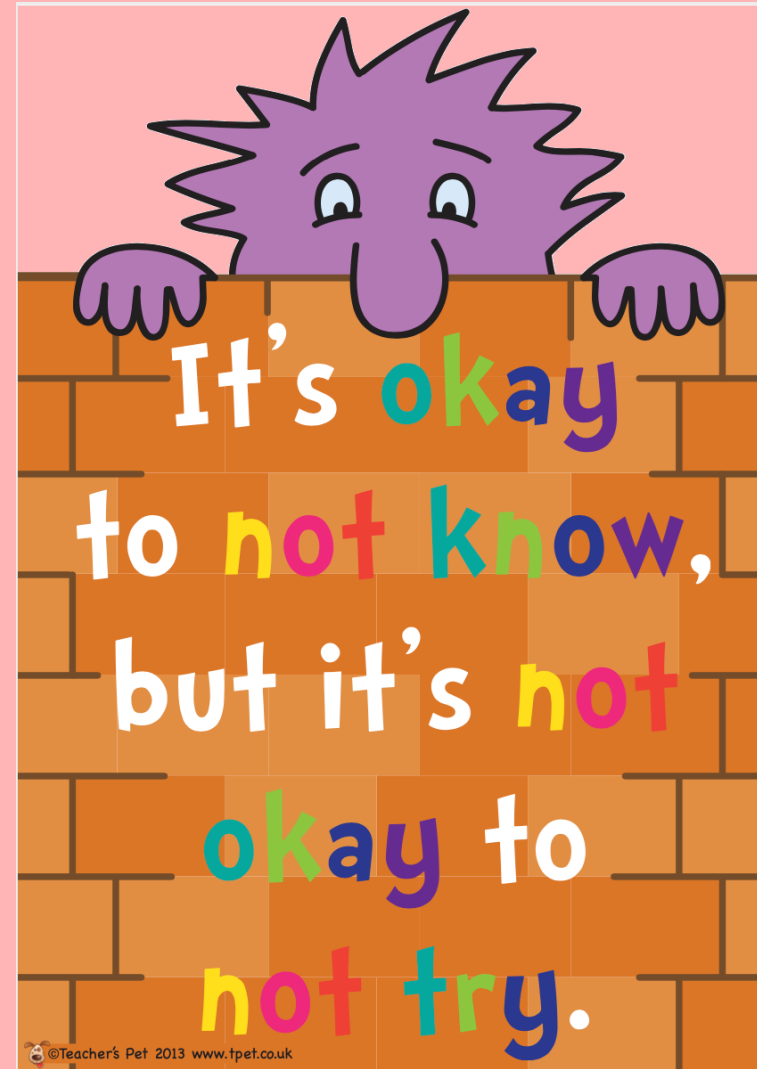
Homework



- Weekly homework will consist of daily reading and learning spellings based on their year group common exception words. Please practise them little and often. Spelling books will be sent home. Spellings will be issued on a Friday with spelling books being sent home and tested the following Friday.
- Additional Homework (either termly or weekly) will be a grid of optional activities. .
- Homework will be checked, and tick marked but not necessarily corrected or commentated on.
- Homework will usually support work undertaken in class which will offer further enrichment to our topics.
- Homework may consist of; maths, writing, science, drawing, craft and practical activities
- Please speak to me if there are any concerns regarding homework.

Expectations

- In year 5 and 6 children will be expected to focus and behave in the appropriate way. Expectations in Penguins are high across the curriculum.
- Children who behave poorly will be sanctioned in line with the behaviour policy. As they progress into Penguins, they may end up losing time at break or lunch for lack of focus and poor behaviour – this will prepare them for secondary school where detentions are the norm for behaviour that is below the expected standard. This includes lack of aspirations in their work – poor effort and distracting others.
- Children will need to prove they are capable of being mature, working hard and engaging in class during the opening months. Only then will children reap the rewards and have a more relaxed atmosphere with opportunity for creative and fun experiences towards the end of the year.



SATs

Year 6 children will be sitting their SATs in May 2025. These are end of Key Stage tests which assess knowledge from year 3 all the way to year 6. Children have been learning and preparing for these since year 3 and will continue to do so this year. Below is what we can expect.

Year 6

From Feb/March time year 6 children normally have time away from year 5 to focus more heavily on test subject matter and strategy.

In May the SATs will be completed.

They last less than 4 hours in total and test reading, maths and grammar, punctuation & spelling

Year 5

At this stage around Feb/March Year 5 will normally continue with their wider curriculum with other members of staff usually in the hall.

After SATs the class can come together again and continue with curriculum work

How Can You help?

- We want to encourage our children to be as independent as possible. For example, we encourage them to be responsible for completing their own reading quizzes, changing their reading books, handing in their own letters.....
- Read everything! Books are for enjoyment, as well as learning, so encourage reading as much as you can. Talk about what they've read, ask opinions, make predictions, visit the library and make sure your child sees you reading too.
- Refer to the year group topic plans and Knowledge Organisers (KO's) and talk to your child about their learning. Perhaps arrange your own family trip or information-gathering session, related to work done in class.
- Support reading, spelling and homework, practise times tables, use the KOs to 'test' your children or research together.



Any Questions?

- We hope that this presentation is useful. Should you have any questions, please feel free to speak to a member of staff.
- We aim to ensure that your children's experience in Penguins Class is a happy and rewarding one. We look forward to working with both you and your child/children.

