

Year 5 Parent Meeting

Mr Reynolds and Miss Bains

15/09/2026

Vision and Values

Be a curious, motivated learner.

Be independent and embrace challenges.

Be respectful and responsible citizens of the world.

Be healthy and positive in mind and body.

BE GRANGE FARM.

Respect
Responsibility
Resilience

Senior Leadership Team (SLT)



Mr Walters - Headteacher



Mrs Noone – Deputy Headteacher



Ms Wallis – Inclusion Lead



Mrs Scott – SENDCo



Mrs Solman – Maths Lead

Key School Staff



Mr Walsh
School Business Manager



Mrs Jacques
**Finance and Administrative
Assistant**



Mrs McKelvie
Clerical Assistant



Miss Hobson
Apprentice Clerical Assistant



Mr Ell
Site Services Officer



Mrs Heath
Pastoral Manager

Cover Staff



Mrs Ramzan



Mr Cotton



Mr Bryant

Attendance

- ◆ School gates open at 8:45am and close at 9am in the morning and again at 3:30pm in the afternoon until 3:45pm.
- ◆ If your child is unable to attend school, call the school or email the attendance email address (absence@grangefarm.coventry.sch.uk) for that day.
- ◆ Where school feel we do not have sufficient information, we may contact parents and carers as this is part of our Child Protection and Safeguarding Policy.
- ◆ Where your child has an appointment (i.e. medical, optician), evidence needs to be provided to school.
- ◆ Leave of absence requests will only be agreed for exceptional circumstances. The school is within it's right to fine parents where there is a leave of absence in term time.

Behaviour Expectations and Rewards

- ◇ Building relationships and positive praise is used at the heart of managing behaviour.
- ◇ Important to set high standards of behaviour and have consistency across the school.
- ◇ Emphasis on the school values of respect, responsibility and resilience.
- ◇ Praise based approach with the use of Dojos for rewards.
- ◇ Where children have been given a consequence through our Behaviour Policy, we use reflection and reparation time to educate the children. For yellow and amber behaviour levels, parents will be informed either via MCAS or a conversation with the teacher.
- ◇ Achievement assemblies weekly and termly governor assemblies celebrate those children who have shown our school values or an exceptional effort in their work.

Communication

- ◆ All parents will need to have signed up for our school app – MyChildAtSchool (MCAS).
- ◆ All school communication is sent through this and we suggest parents enable push notifications so they are notified when new information is added.
- ◆ This is also the method we use for such things as (not an exhaustive list): paying for trips, ordering and paying lunches, information about school clubs, receiving school reports.
- ◆ Please ensure that any medical or dietary needs are completed on MCAS and also that you put the name of anyone you wish to collect your child in the 'data collection' section.

Uniform Expectations



- ◆ The school colours are blue and black. Logo items are not essential and items can be purchased from supermarkets. Please ensure ALL uniform is labelled clearly with child's name.
- ◆ Moved towards 'active uniform' to support with OPAL and children enjoying play. There will be no separate PE kit so uniform must be suitable for children to do PE in.
- ◆ We ask that all children bring in a pair of wellies that can be left in school on the racks. All of the information regarding uniform can be found on the school website and within your pack.
- ◆ Years R to 2 must use book bags to bring items into school (your first one is provided and after this they can be purchased from the office) and Key Stage 2 can use rucksacks that fit into the lockers.

Safeguarding and Wellbeing Team



Mr Walters
Safeguarding
Lead



Mrs Noone
Senior Mental Health
Lead



Ms Wallis
Mental Health First
Aider



Mrs Heath
Mental Health First
Aider

Safeguarding and Wellbeing Team

- ◆ Safeguarding and the wellbeing of children is the first priority.
- ◆ All staff are safeguarding trained.
- ◆ Although Mr Walters is the Designated Safeguarding Lead, Mrs Noone, Ms Wallis and Mrs Heath have also had the elevated training.
- ◆ There are trained staff in mental health first aid.
- ◆ Support is available for children and families and referrals can be made to outside agencies on your behalf by school.

Lunchtimes

- ◆ Everybody has lunch at the same time (12pm – 1pm).
- ◆ Dinners must be ordered by parents on the MCAS app a week in advance. This ensures we have the correct amount of food ready for children and also that allergies are catered for.
- ◆ Years R, 1, 5 and 6: 12-12:30 dining room, 12:30-1 playtime.
- ◆ Years 2, 3 and 4: 12-12:30 playtime, 12:30-1 dining room.
- ◆ Our older children support younger children during lunchtimes.
- ◆ OPAL based outdoor setting continues to grow and be a highlight of the school as we embrace positive play.

Outdoor Play and Learning (OPAL)

- ◇ A recent change to school over the past 2 years.
- ◇ Play is an important part of a child's personal and social development.
- ◇ OPAL principles are used to provide children with a range of activities, equipment and play opportunities whilst they are outside.

“It is just amazing! I just can't tell you how much better lunchtimes are now!”
– Y6 child

“I used to just stand and talk to my friends. It was pretty boring. Now there is so much to choose from every day.” – Y3 child



Curriculum

- ◆ Children have full access to a broad and balanced curriculum set out in the National Curriculum.
- ◆ Core subjects are taught discretely with a focus on children learning the basics early.
- ◆ Our Cornerstones Curriculum covers the foundation subjects where there are opportunities for children to make meaningful connections across the curriculum.
- ◆ Specialist art and PE teachers enhance the teaching of the curriculum.
- ◆ Termly trips or visitors enrich children's learning.

Extra-Curricular Opportunities

- ◆ We offer a wide range of extra curricular opportunities for children from Reception to Year 6 .
- ◆ These include sporting activities, drama, dance, Punjabi classes, coding, Spanish, art and instrumental music lessons.
- ◆ Letters are sent out through the MyChildAtSchool App for the clubs relevant to your child/ren.
- ◆ There will be a charge per session for those clubs ran by school staff.
- ◆ Other clubs are run by outside companies and arrange their own booking systems.

Year 5 Staff



Mr Reynolds
5 Sycamore



Miss Bains
5 Pine



Mrs Salisbury
Teaching Assistant



Mrs Haywood
Teaching Assistant



Miss Leigh- Tobun
University student

Timetable

	<u>Early morning Learning</u>	<u>First Morning Session</u> 9.10- 9:35	<u>Second morning session</u> 9:35- 10:35	10:35 - 10:50	<u>Third Morning Session</u> 11:00 – 12:00	12:00 - 13:00	<u>Afternoon Session</u> 13:00 – 15:10				<u>Story Time</u> 15:10 – 15:30
Mon	5 -a -day	Reading	English		Maths (PV)	LUNCH	Library/Daily Dashboard	Creative Curriculum (History)	PSHE		Assembly (3PM)
Tues	5 -a -day	Reading	English	BREAK	Maths (PV)		Daily Dashboard	Science		Spelling	My Happy Mind
Wed	5 -a -day	Assembly	English		Maths (PV)		Reading	Creative Curriculum (Geography)	RE (Personal view)		Class novel
Thur	5 -a -day	Reading	English		Maths (PV)		Daily Dashboard	Spelling	PE	Computing	Class novel
Fri	5 -a -day	Reading	English		Maths (PV)		Daily Dashboard	PPA (MFL and PE)			Achievem ent Assembly (3pm)

Reading...

We teach reading through a whole class approach so that all children are exposed to high quality texts and rich vocabulary appropriate for their year group. This begins when the children are in Reception.

In Reception and Year 1, children are taught phonics through the Jolly Phonics Scheme. Our reading curriculum has a focus on developing 'Readers for Life' who read both for pleasure and information.

Writing...

When we talk about writing we are talking about much more than just handwriting (although that is important). To write well children need to bring together a wide range of skills – grammar, punctuation, spelling, text structure and organisation, style, purpose, audience, language choice and much more besides (all of this across a wide range of genres – fiction and non-fiction). There is a lot to learn and a lot to remember!

Maths...

Maths is taught using the White Rose Maths approach where the use of concrete, pictorial and abstract resources are used to teach and reinforce key mathematical concepts. The White Rose approach aims to show pupils that everyone can be a successful mathematician and inspire a love for the subject. It focus on developing fluency, reasoning and problem solving skills.

Reading

Daily reading lessons build skills and knowledge in the core areas of VIPERS.

Quality texts are used as means to deliver reading lessons.

Year 5 texts will include:

Kensuke's Kingdom by Michael Morpurgo

Holes by Louis Sachar

Wild Boy by Rob Lloyd Jones.



Reading

- ◆ In Reading lessons, pupils learn to interrogate and investigate texts. There is a focus on different skills such as: exploring Vocabulary, making Inferences, making Predictions, Explaining what has been read, Retrieving information, Summarising the text.

Writing

In writing, we will cover a wide range of genres in Year 5 which includes a variety of fiction, non-fiction and poetry. Examples include narratives, poetry, persuasive letters, setting descriptions, non-chronological report etc. We ensure that pupils write for a breadth of purposes. Throughout the year they will write pieces to inform, to entertain, to persuade and to discuss.

Neat, legible and joined handwriting is an expectation in Year 5. Handwriting practice now takes place 2-3 times a week.

Maths Long Term Plan

Autumn term	Number Place value FREE TRIAL VIEW	Number Addition and subtraction VIEW	Number Multiplication and division A VIEW	Number Fractions A VIEW	
	Number Multiplication and division B VIEW	Number Fractions B VIEW	Number Decimals and percentages VIEW	Measurement Perimeter and area VIEW	Statistics VIEW
	Geometry Shape VIEW	Geometry Position and direction VIEW	Number Decimals VIEW	Number Negative numbers VIEW	Measurement Converting units VIEW
					Measurement Volume VIEW

Maths

Key year group knowledge & objectives to be covered in Year 5:

- ◇ place value up to 1,000,000
- ◇ add & subtract numbers with more than four digits
- ◇ inverse operations
- ◇ multi-step problems
- ◇ equivalent fractions
- ◇ improper fractions and mixed numbers
- ◇ decimals to thousandths
- ◇ converting between units of measure and time
- ◇ estimating and calculating volume
- ◇ negative numbers

Maths – KIRFs

	Reception	1	2	3	4	5	6
Autumn 1	Name and write numbers <u>in order to 10</u> .	Know number bonds for each number to 5.	Know number bonds to 20.	Know number bonds for each number up to 20.	Know number bonds of 100.	Find factor pairs of a number	Identify common factors of a pair of numbers.
Autumn 2	Recognise quantities, without counting, up to 5.	Know number bonds to 10.	Recall doubles and halves for numbers to 20.	Know times and divide facts for the 3 times table.	Know times and divide facts for the <u>6 and 9 times</u> table.	Identify prime numbers up to 20.	Know common fraction, decimal, percentage equivalence.
Spring 1	Say one more or less than a given number to 10.	Recognise numbers to 50.	Know the 2 times table.	Know times and divide facts for the 4 times table.	Know times and divide facts for the <u>7 and 11 times</u> table.	Recall square numbers to 12 and their square roots.	Find fractions of amounts.
Spring 2	Partition numbers to 5 into 2 groups.	Recall doubles and halves to 10.	Know the 10 times table.	Know times and divide facts for the 8 times table.	Know all times table facts up to 12 X 12.	Recognise equivalent fractions and decimals.	Find simple percentages of amounts 1, 5 and 10%
Summer 1	Recite number names <u>in order to 20</u> .	Know number bonds for each number to 10.	Know the 5 times table.	Recall facts about durations of time.	Multiply and divide a digit by 10 and 100.	Know decimal number bonds to 1 and 10.	
Summer 2	Identify triangles, squares, circles and rectangles.	Tell the time to the nearest half an hour.	Tell the time to the nearest 5 minutes.	Tell the time to the nearest minute.	Identify simple equivalent fractions.	Recall metric conversion facts.	

Wider Curriculum Topics

◆ Our Autumn topic is Dynamic Dynasties.

D&T – Moving Mechanisms

Geography – Investigating our world

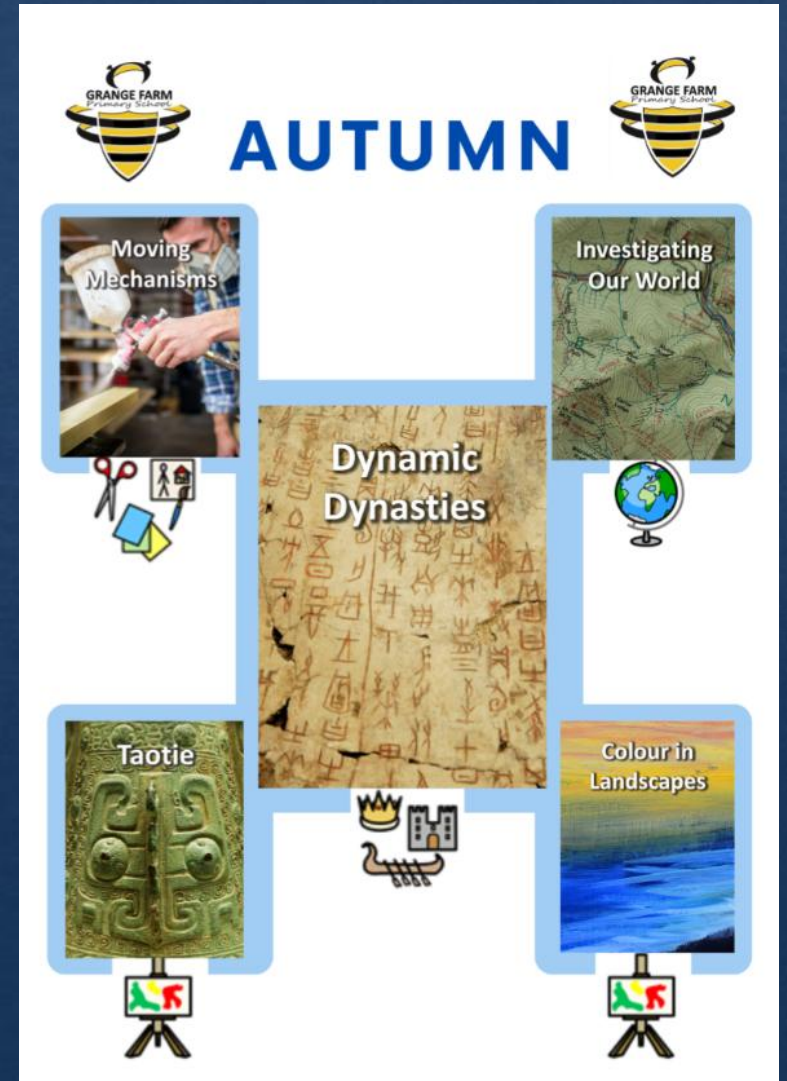
Art – Taotie

Science – Earth and space, forces and mechanisms

PSHE – Family and relationship, health and well-being

Computing – Systems and searching

Mfl (French) - Vegetables

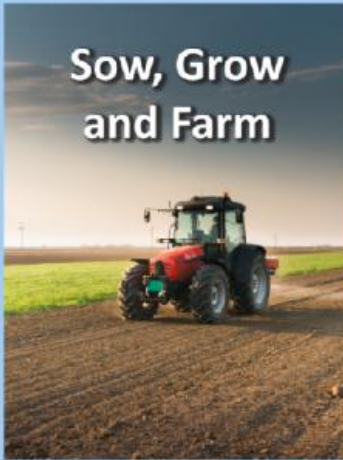




SPRING



Sow, Grow
and Farm



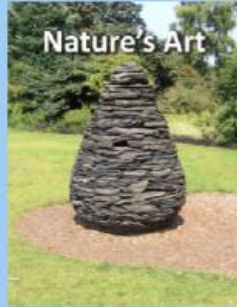
Line, Light and
Shadows



Eat the
Seasons



Nature's Art



SUMMER



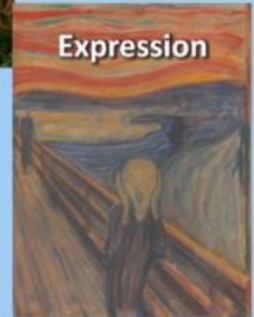
Groundbreaking
Greeks



Mixed Media



Expression



Architecture



Trips

- ◆ Autumn- Space Centre (linked to science)
- ◆ Spring- Think Tank (linked to forces in science)
- ◆ Summer- linked to Ancient Greece

Assessment

- ◆ Children are assessed at three points during the year at the end of each term.
- ◆ An assessment week takes place where children have an opportunity to experience testing.
- ◆ Formative and summative assessments are used to make an overall judgement of each child.
- ◆ Through daily marking, teaching staff can support children make progress.
- ◆ Spelling tests now take place half termly (with a focus on the rules taught that half term) rather than weekly.

Homework Expectations

- ◇ Reading at least three times a week at home.
- ◇ Spelling activities - words linked to the spelling rule to go home weekly in homework books.
- ◇ Maths activities are set through TTRS or Numbots with an expectation of at least 20 minutes per week spent on it.
- ◇ Termly Topic homework with an opportunity to complete activities based on subjects from the wider curriculum.
- ◇ Opportunity to showcase their homework projects to the rest of the class

Useful Web Sites and Apps

- ◇ ttrackstars.com (Timestable practice)
- ◇ Mathsbot.com – Maths activities
- ◇ Topmarks.co.uk – Maths games
- ◇ Gov.UK – National Curriculum