



Year 5

Rush Common School

2024 - 2025

Mrs Coleman, Mrs Evans

Mrs Clear

Slides will be sent out later in the week.

Meet the Teachers and TAs:

- ▶ Mrs Coleman
- ▶ Mrs Evans
- ▶ Mrs Clear
- ▶ Mrs Barnes (Tuesday PE)
- ▶ Mrs Tang/Mrs Yin (PPA cover - Thursday Mandarin every fortnight)
- ▶ Mrs Guiver (PPA cover Thursday Music every fortnight)
- ▶ Mrs Burgess (5LE Friday – Art)

Arriving to school

- The gates are opened at 8:30.
- Classroom doors open at 8:30 and close at 8:40. If you are late arriving, please enter via the front office. Pupils will be marked late after 8:50.
- Please be safe and courteous when arriving in the mornings. It is very busy and there are a lot of pedestrians in front of school and at Norman Avenue. This is the same in the afternoons.
- It is not possible to turn in the school drive, park on or opposite the zigzag lines, or park on the grass verges. Please respect the safety of our school community and our neighbours.
- Please ensure that children do not climb on the gate when waiting.
- Bikes and scooters should be pushed on the playground as it is very busy. This includes younger siblings not yet at school.



Leaving school

- The gates are opened at 3:00.
- Children in Years 5 & 6 are allowed to walk home independently if parents deem the journey safe for their child.
- If your child is being collected by someone different, please inform the school either via the office email address, or in-person at the class door in the morning in younger years.
- Children and younger siblings should not play on the adventure playground equipment after school hours.
- When entering or leaving school, please do not let children enter the codes. We have them in place for the safety of the children and security of the school site.

Attendance

- High attendance is vital for educational success. There is a very strong correlation between good attendance and good outcomes and wellbeing.
- Please do not not take your children out of school for a holiday. Please see the letter sent out by Mr Fawcett last Friday.
- Absences must be reported to the school if your children will be absent for any reason. The school will follow-up with any unreported absence, which may include visiting the child's listed address.

School Uniform:

- Regular school uniform is expected to be worn everyday. On the day that your child has PE, they should wear PE kit. PE days are on Tuesday (outdoor for Term 1) and Wednesday (Indoor for Term 1)
- On Tuesday, you may need spare shoes for outdoor PE if the weather is muddy.

Additional reminders:

- No extreme hairstyles please – unnatural colours, shaved styles, etc.
- PE shorts should be a sensible length (i.e. football shorts or cycling shorts. Nike Pro/Gym Shark gym shorts are not appropriate.
- Long hair should be tied back using a scrunchie, hair band or clip. Hair gel should not be used to style hair.
- Minimal jewellery should be worn. A wristwatch and/or single stud earring in each ear lobe are permitted.
- All jewellery should be removed for PE and games. If ears are recently pierced, please provide tape to cover them.
- Nail varnish and make-up are not permitted.

Lost property:

- Please label coats, jumpers, cardigans, snack pots and water bottles. We have had a lot of unnamed items that never get returned.

Lunch arrangements

- School meals are available to order through ParentMail. They should be ordered at least three days in advance.
- School dinners for KS2 are £2.65 unless you qualify for Free School Meals.
- Y3-Y6 eat at 12:30.
- Y3-Y6 have playtime at 12:00.

Mobile phones (Y5 & Y6):

- Permission should be sought from Mr Fawcett.
- There is an agreement that must be completed, signed and returned to school.
- Phones must be turned off before entering the school gates and handed into the class teacher at the start of the day and will be kept in a secure area.
- They are returned at the end of the day but must not be switched on until the child has left the school grounds.

Online Safety

- National College online safety posters are shared in each newsletter. They offer advice and information about popular games and apps.
 - Please let us know if you become aware of new games/apps that children may be playing.
- Monitoring: Our IT provider monitors online activity in line with government guidance.

Online Safety:

- We have regular lessons for pupils throughout the school year across subjects.
- We also address issues as they arise in individual year groups.
- Follow SMART rules (Safe, Meeting, Accepting, Reliable, Tell)
 - <https://www.childnet.com/resources/be-smart-online>

At home:

- Ensure the content they access is age-appropriate.
- Set rules and boundaries together.
- Don't ban the internet outright. Have an open conversation about it.
- Train your child to know what to do if something makes them uncomfortable. Show them the tools to use to report abuse.
- Visit <https://www.thinkuknow.co.uk/>



Communication:

- Please ensure that any communication with teachers is sent through the school office (office@rushcommon.school).

My Child at School

- Weekly Updates for your year group will be sent out about what your child has learnt in school that week as well as what they will be learning in the upcoming week.
- Weekly Updates share important dates and reminders throughout the year.
- Class and year group reminders from teachers are communicated this way.
- Please read carefully, especially at the start and end of each half term for important updates.

ParentMail

- Any whole-school event or communication will be sent from the office via ParentMail (i.e. Sports Day, class photos).
- All trip information and payments are also through ParentMail.
- Lunches are ordered via ParentMail.
- There is a fortnightly newsletter for all parents from Mr Fawcett.

Communication:

Reporting Progress

- Parents' evenings will be in T1b (wb 11th November) and T2b. More information about sign-ups will happen closer to the time. We use the Sign-up Genius website.
- Parents' evenings are a vital part of children's education. It is an opportunity to discuss how children are settling into school routines and their academic progress. The school will follow-up with any missed parents' evening appointments.
- End-of-year reports are sent out in July.

The School Day

	8:30 – 9:00	9:00 – 9:30	9:30 – 10:35	10:35 – 10:55	10:55 – 12:00	12:00 – 1:00	1:00 – 1:10	1:10 – 2:00	2:00 – 3:00	
MONDAY	Fluency Pink challenges/ respond to feedback	Reading	English	Break	Maths	Lunch	Handwriting	1-2.30 Science		Values Assembly
TUESDAY	Spelling Test	Reading	English	Break	Maths	Lunch	Handwriting	Computing	PE (Outdoor)	
WEDNESDAY	TTRS Pink challenges/ respond to feedback	Reading	English	Break	Maths	Lunch	Handwriting	History/ Geography	PE (Indoor)	
THURSDAY	Stick in homework TTRS	Reading	English	Break	Maths	Lunch	Handwriting	PPA RE/Library Music Mandarin		
FRIDAY	TTRS Pink challenges/ respond to feedback	Reading for Pleasure	English	Break	Maths	Lunch	Handwriting	PSHE	Art	Celebration Assembly

Curriculum

Reading- Cogheart

English- Setting descriptions, letter writing, brochures, information reports and poetry

Maths- Place value, four operations, and fractions

Science- Properties of materials and forces

Humanities- The Victorians

PE- Cross country and badminton

Mandarin- Phone conversations

Art and DT- William Morris and Victorian toys

RE- Rituals, pilgrimage and art in Christianity and Islam

PSHE- Being me in the world and celebrating differences

Music- Describing musical elements in Victorian music

Computing- Typing skills and online safety

Curriculum and enrichment

- Victorians trip to the Oxfordshire Museum, Woodstock in October.
- Space Day (date to be confirmed).
- Science Workshops at Our Lady's Abingdon and Abingdon School.
- Residential to Wolverhampton- this will take place in April. Payments are now open.
- Bikeability Weeks commencing 25th November and 2nd November
- Whole school events such as World Book Day 6th March, Scholastic Book Fair in October and Anti-Bullying Week in November.

Curriculum and teaching methods

- Look, cover, write check is a common strategy used to practise spellings each week. Other strategies such as pyramid words, writing a word backwards and in different writing styles provides variation when practising spelling.
- As part of our writing curriculum we follow a 3 stage process of immersion, practise and application. We'd encourage you to reflect with your children on the areas that they would like to improve on in the next stage of their writing.
- Please also refer to the calculation policy on the school website.
- A useful site for helping parents understand approaches to teaching Maths:
<https://whiteroseeducation.com/parent-pupil-resources/maths/maths-with-michael>
- Importance of fluency in Mathematical teaching and rehearsal.

Google Classroom

- Your child's new class is being set up by our IT support, Sweethaven.
- Please ensure that you are able to access Google Classroom through your devices at home.
- Please monitor your child's use at home. Google Classroom is not meant to be used for chatting and posting non-school related things.

Homework expectations

- Homework will be handed out in homework books. Each week, the children will receive spellings and Maths or English fluency based on something they have been learning about. They will also receive a
- Homework includes: Maths/English (alternating each week)
 - Spelling lists
 - Daily Reading
 - Open question (Twice per half term).

KS2 Homework: Open Questions

- Twice per half term, a question will go home as part of the homework. The work done to answer the question can be as small or as large as you would like to make it, depending on your child's interest and the time you have available. Examples include:
 - A simple answer with evidence
 - An investigation
 - Additional research
 - A model (or other creative approach) to demonstrate your answer
- A photo of larger work completed can be uploaded to your Google Classroom stream.

An example Question is: What was life like during the Victorian Era?

Other ways to support your child

- Daily reading – listen to your child read, but also read to them. It helps them to hear and understand rhythm and fluency. Even older children like to listen to stories.
- Conversation – talking about current events, plans, what you or they are reading. This will help build their vocabulary.
- Practise Maths – mental maths, times tables, adding, baking, shopping, etc.
- Help them learn social skills by encouraging them to say hello to known people or order their own food.
- Encourage independence to make simple snacks, pair up socks, tie laces or help around the house.

Pupil Welfare

- Keep the school up-to-date on any medical conditions. We will need to see a letter from a medical professional.
- Only prescription medication required more than 3 times daily can be administered. This will need to be signed in by a First Aider. Requests for any exceptions to this must be made to Mr Fawcett.
- It is parents' and carers' responsibility to ensure medication/inhalers are in date.
- Please ensure that your child/ren are equipped appropriately for the weather. (i.e. sunscreen/hats in summer, coats in winter and raincoats as necessary).
- Please communicate any significant bumps or injuries to class teachers.

Pupil Welfare

Bullying: when someone is deliberately hurtful to someone over a period of time.

At school we:

- have anti-bullying ambassadors
- raise awareness through assemblies, presentations, forums, nurture groups, PSHE lessons and pupil leadership.

Banter: According to Oxford Languages, banter is defined as "the playful and friendly exchange of teasing remarks." It's a reciprocal interaction that typically occurs between friends, involving a "verbal ping-pong" of comments meant to be light-hearted and humorous.

- When banter is shared with a wider audience or repeated excessively, it can lose its playful nature and become hurtful.
- Understanding verbal and non-verbal cues is critical in recognising when banter is appropriate. Tone of voice, body language, and facial expressions all play a role in conveying intent. However, for some pupils including neurodiverse individuals, these cues might be harder to interpret, necessitating explicit communication and support.



Wellbeing and Mental Health

Mental health is

"... a state of wellbeing in which every individual recognises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community."

World Health Organisation, August 2014

At school we:

- have a mindful approach to PSHE lessons with built-in mindfulness practice. This is reinforced in assemblies and a new programme, Jigsaw Resilience.
- promote secure relationships.
- mark World Mental Health Day and Children's Mental Health Week.
- have calm spaces and regulation stations.

Ways to support a child or young person



Be there to listen

Regularly ask your child how they're doing, to help them get used to talking about their feelings, and know there's always someone there to listen. You can get tips on [Young Minds: How to talk to your child about mental health](#).



Support them through difficulties

Pay attention to how your child is feeling or behaving and try to help them work through difficulties. It may not be easy facing challenging behaviour, but try to help them understand what they're feeling and why. Learn more from [the Maudsley Charity on difficult behaviour](#).



Stay involved in their life

Show interest in their life and what's important to them. It not only helps them value who they are but also makes it easier for you to spot problems and support them.



Encourage their interests

Support and encourage your child to explore their interests. Being active or creative, learning new things and being a part of a team helps connect us and boost our mental wellbeing.



Take what they say seriously

Listening to and valuing what they say makes them feel valued. Consider how to help them work through their emotions in constructive ways. [Anna Freud Centre's guide on ways to support children and young people](#) has more on this.



Build positive routines

Try to have structure around regular routines, especially around healthy eating and exercise. A good night's sleep is also important, so have a fixed time for going to bed and getting up. The [Sleep Charity has relaxation sleep tips for children](#).

Behaviour:

Be Safe, Be Kind, Be Respectful

- Our behaviour management is based on a restorative approach.
- We create a positive environment throughout the school and model our three school rules.
- Recognition of positive behaviour through House Points, Celebration Nominations, Homework Champions and Sporting Champions.

How you can support the school

- Support social and fundraising events.
- Join Friends of Rush Common (FoRC).
- Become a Governor.
- Volunteering your skills and talents – gardening, crafts, resources, class trips.
- Become a reading volunteer or help in forest school – please contact the school office.
- Follow us on social media and share our news.

Questions

