

# Belleville Primary School



## Y5 Parent Welcome Meeting, 2024

# The Y5 Team

On your screens:

Mr Gale – Class Teacher 5G (Webb's)

Miss Kirkpatrick – Class Teacher 5K (Webb's)

Miss O'Grady – Class Teacher 5OG (Webb's)

Miss Symmonds – Class Teacher 5S (Meteor)

# Parent – Teacher Communication

- Staff will be available for brief conversations every day after school in the playground.
- Staff are always happy to make appointments to meet parents before or after school if necessary.
- If there are any urgent messages during the school day, please speak to our office staff.

# Working in Partnership

- **Aims:** We want your children to be safe; to have excellent social and emotional skills; and to achieve and succeed.
- This requires effective partnership between children, parents/ carers and staff, even when things do not go as we all would wish.
- Consistent support and open communication is vital.

# Working in Partnership

Subject	Measure (%)	Belleville 2023	National Average 2023	Belleville 2024	National Average 2024
Reading, writing and maths combined	At expected and above	77	59	80	61
	Greater depth	34	8	23	*
Reading test	At expected and above	86	73	96	74
	Greater depth	54	29	54	*
Writing assessment	At expected and above	86	71	82	72
	Greater depth	41	13	31	*
Grammar, Punctuation and Spelling test	At expected and above	85	72	88	72
	Greater depth	54	30	50	*
Mathematics test	At expected and above	84	73	91	73
	Greater depth	49	24	44	*
Science assessment	At expected and above	92	80	92	*

# Belleville Senior Leadership Team



**John Budden**  
Executive  
Headteacher



**Mary-Lyne Latour**  
Headteacher



**Hannah Coles**  
Deputy  
Headteacher  
Infants  
Wednesday-  
Friday



**Megan Shaw**  
Deputy  
Headteacher  
Infants  
Monday-  
Wednesday



**Tom Newman**  
Deputy  
Headteacher  
Juniors



**Sarah Peach**  
Assistant  
Headteacher



**Rachel Carruthers**  
SENDCo  
Juniors



**Samantha Burst**  
SENDCo  
Infants

# Our Curriculum



In Quality First Education (Q1E) schools, all children receive a world class, inspirational and aspirational curriculum driven by the principles of improvement, excellence and equality. We have a broad and balanced approach rooted in subject disciplines, which ensures excellent personal, physical, academic, social, emotional, aesthetic and cultural development for all children.

## AT ITS CORE THE Q1E CURRICULUM HAS:

**L**  **LEARNERS** who are:

- inquisitive, resilient and have high expectations of themselves
- critical and creative thinkers who can solve problems and evaluate effectively
- confident, collaborative and articulate
- excellent learners

**E**  **ENGAGEMENT**

- exciting first hand experiences and enquiry approaches
- varied, structured learning opportunities that are purposeful and appropriate

**A**  **AMBITION**

- the highest expectations of what all children can achieve
- expanding horizons through research and sharing of best practice

**R**  **RELEVANCE**

- recognition of the richness in diversity and inclusion
- tailored to reflect local, national and global perspectives
- clear progression in knowledge, skills, content, language, processes and concepts

**N**  **NURTURE**

- of personal development fostering a sense of responsibility to self and others
- a sense of citizenship, community, empathy and service

# Maths and English

## English

- This half-term, we will be studying some powerful and inspiring texts. Using *Cloud Busting*, a powerful story written in verse, by the multiple award-winning author Malorie Blackman (Children's Laureate from 2013-2015), children will reflect on friendship, bullying and belonging. This text will provide children with the opportunity to reflect on the story's themes, explore different poetic forms and to be inspired to write their own poems. After this, to develop their narrative writing, children will use *The Book of Hopes*, an anthology edited by Katherine Rundell, and a BFI animation to stimulate their own stories.

## Maths

- We will be developing the children's mental agility with number and problem solving. They will also be focusing on place value and numbers to one million, developing their addition and subtraction skills with numbers of this size.



# Curriculum

## **Science – Forces**

- Children will use their investigation and observation skills to learn about forces. They will explore the impact of gravity and friction, including water and air resistance through a series of hands-on investigations. They will also learn how pulleys, gears and levers are used in different mechanisms to help reduce the force needed by humans.

## **Geography - Water and Natural Resources**

- This half-term, children will be learning about the different natural resources used and valued by mankind. They will then assess how these natural resources are used and whether we are using them in the most eco-friendly way. Part of their investigation will look at water access and usage around the world.

## **RE – Why Do You Judge Me?**

- Children will learn about the meaning of discrimination and prejudice, how some beliefs, teachings and stories are shared by different religions and the impact they have on individuals and communities, as well as the difference in moral, religious and legal perspectives.

## **PSCHE – Understanding Our Feelings**

- Over the whole Autumn Term, children will learn to reflect and develop their understanding of their own emotions, as well as improving their accuracy in the language they use to describe them. We also look forward to circle time when the class will reflect upon developing effective relationships with others in their class.

# Wider curriculum

**ICT**  
**French**  
**Music**  
**PE**

Class	Outdoor PE	Indoor PE
5G	Tuesday	Friday
5K	Wednesday	Friday
5S	Friday	Tuesday
5OG	Wednesday	Swimming [Friday]

Note: Swimming in 9 week blocks (starting with 5OG)

# Assessment

- This happens continually in the classroom.
- Tests are conducted to see strengths and where we may need to recap.
  - Gaps/ misconceptions are addressed in lessons and during Study Time (25 minutes a day while one group read with their class teacher).

# Routines

- Bell rings at 8:50am, Registration is at 8:55am.
- Lesson 1 starts at 9:00am, prompt.
- Please ensure that any children who are late come via the office.
- Pick-up time is at 3:20pm from the lower large playground.
- Bring a water bottle (named) each day.
- Pack a healthy snack for break time – piece of fruit (or vegetable)/ half a sandwich (NB: We are a nut-free school).
- Please ensure all uniform is labelled.
- Mobile phones/ Smart watches (where applicable) – your child should hand theirs in to their teacher at start of the school day (NB: We recommend that any phone is a basic model).
- Medication – a form should be filled in by parents/ carers.

# Uniforms

- Please ensure children arrive with clothing appropriate for the weather, especially if they are going on a trip.
  - Navy blue jumper (no hoodies), cardigan or fleece; light blue or white shirt or polo shirt; and grey, black or navy blue skirt, pinafore, shorts or trousers / plain tracksuit bottoms (no denim).
  - Jewellery – please avoid - children might be asked to remove if large.

# Trips and Visitors

- We want to make the most of the exciting year ahead.
- Any connections you have which would help to bring the curriculum to life for the children would be greatly appreciated.
- Residential trip to Ufton Court – details will follow soon.

# Expectations/Systems





- Zones of Regulation (on which children are receiving lessons this week)
- Choices / consequences
- Class reward systems
- Achievement Assembly/badges
- C.A.R.E. merits


### Excellent Learners

Ask for help 	Like a challenge 
Listen well 	Learn with others 
Ask questions 	Are not scared to make mistakes 
Don't give up 	Are creative 
Can learn by themselves 	Want to learn more 










































### CARE

Belleville School Values

<b>Considerate</b>  Caring Polite Community Fairness Understanding Encouraging others Associated British values: Tolerance, respect	<b>Articulate</b>  Communication skills Listening Freedom of expression Expressing emotions and ideas Associated British values: Individual liberty
<b>Responsible</b>  Leadership Responsibility for ourselves Responsibility for others Teamwork Associated British values: Democracy and rule of law	<b>Effort</b>  Participation Perseverance Resilience Wanting to improve Trying to improve



### Which Zone are you in?

Blue	Green	Yellow	Red
			
 sad	 focused	 worried	 cross
 unwell	 happy	 surprised	 mad
 hurt	 calm	 confused	 frustrated
 fired	 proud	 overexcited	 angry
What might help you?  Star jumps  Drink  Stretch  Brush off  Talk	What could you do next?  Help others  Keep listening  Challenge yourself  Stay focused	What might help you?  Deep breaths  Count to 10  Quiet 5  Talk  Walk  Write it down	What might help you?  Drink  Stop  Talk  Quiet space  Count to 10  Move your body

# Behaviour Policy

## (Making the Right Choices)

### Principles:

All (children and adults) will make the right choices to ensure that everyone:

- 1. Is kept and feels safe
- 2. Can learn
- 3. Feels welcome and valued

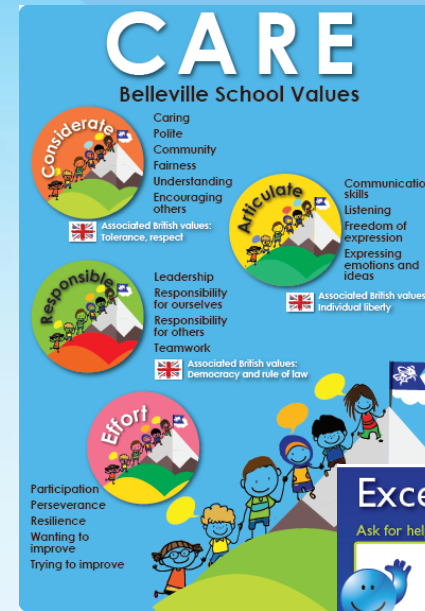
To be able to make the right choices, children need to understand and (appropriate to their age/stage) be able to explain/reflect/act upon:

- 4. What the right choice is
- 5. Why this is the right choice (i.e. how it supports points 1, 2 and 3)
- 6. How to take responsibility for their choices



# Recognising Right Choices

- House Points
- CARE values
- Excellent Learners
- Achievement Certificates/Star of the Week
- Belleville Badges
  - Sport
  - Community
  - Arts
  - Academic
  - Endeavour



# Classroom system for addressing the wrong choices










































# Addressing the wrong choices

- Wrong choices will be addressed as they arise according to our Behaviour Policy, which can be found on our website
- Incidents of behaviour will be recorded – this allows us to spot patterns and help tackle issues
- For any ‘medium’ or ‘high’ incidents, parents / carers will be informed (awareness/ we can work together to support your child)

# Addressing the wrong choices

- Time to calm down (if needed)
- Time to discuss and resolve any problems that may have arisen
- We guide children through discussion appropriate to their age/stage, starting with “Are you making the right choice?”
- Support children to think through the consequence of their choice, how they can fix any issues and how they can make the right choices in the future
- Consequences are appropriate to the level of behaviour according to our policy

Which Zone are you in?

Blue	Green	Yellow	Red
			
 sad	 focused	 worried	 cross
 unwell	 happy	 surprised	 mad
 hurt	 calm	 confused	 frustrated
 tired	 proud	 overexcited	 angry
What might help you?  Use hand  Drink  Stretch  Breathe  Calm	What could you do next?  Help others  Keep listening  Challenge yourself  Use resources	What might help you?  Deep breaths 10 Count to 10  Quiet 1  Walk  Use 10 fingers	What might help you?  Drink  Use  Use  Use  Use 10 Count to 10  Use

# Behaviour

- All incidents (from low – high) will be recorded.
- This allows us to spot patterns and help tackle issues.
- For any ‘medium’ or ‘high’ incidents, parents/ carers will be informed.

# Belleville House System



Webbs  
Forthbridge  
Meteor  
Wakehurst  
Northcote



- The school is divided into 5 houses– siblings are in the same house.
- Children earn house points linked to CARE and Excellent Learner values.
- House points are awarded with physical tokens and stickers, and will be counted electronically as part of an online system. Keep an eye on the screens around the school!
- At the end of the **half term** term, the winning house will be announced in assembly and rewarded with a 'house cup and house prize.

# House Captains 2024-25





**Mohamed**



**Penelope**





**Arthur**



**Elliot**



**Ananias**



**Caitlin**



**James**



**Ruby**



**Augustin**



**Zoe**

# Homework

- This is set on Wednesday and due on the following Monday (week 3):
  - Mathletics – 2 activities every week
  - SPAG.com – 1 activity set every other week
- If there are any problems with passwords etc., please ask the office as they can provide you with a new letter.
- Guided Reading homework: the time taken will vary from week to week.
- Reading: the recommended amount is 25/30 minutes per day.
- Spellings: these are glued into the Reading Record and assessed the following week.

# Reading Records

- These are a strong form of communication between home and school – you can read and leave notes.
- Please ask your children to take a note of their wider reading in the Reading Record.

# Twitter and Instagram



@bellevillesch



@belleville\_school

# See you soon!

- We hope you share our excitement, but we also understand that it remains a time of uncertainty.
- If you have any concerns, please do not hesitate to speak to us at the end of the day, send a message with your child, or get in touch via the office.
- If you have any questions, please write them into the chat facility.