

WELCOME TO YEAR 5

9th September 2025



The Team.

Mrs Dwyer (Phase Lead)

Class teachers:

Mrs Murphy (Year Lead)

Miss Maugi

Mrs Gundechia

Support staff:

Mrs Chatterjee, Mrs Shah, Mrs Ciampa, Mrs Vasile,
Mr Sarna-Howard, Mrs Chavda.

Other adults:

Mr Godfrey, Mr Evans, Mrs O'Reilly, Mrs Tickner

Agenda

1. Curriculum documents and how to support learning at home
2. Trips and Enrichment opportunities
3. Assessment
4. Home learning, reading and spellings
5. Uniform and belongings

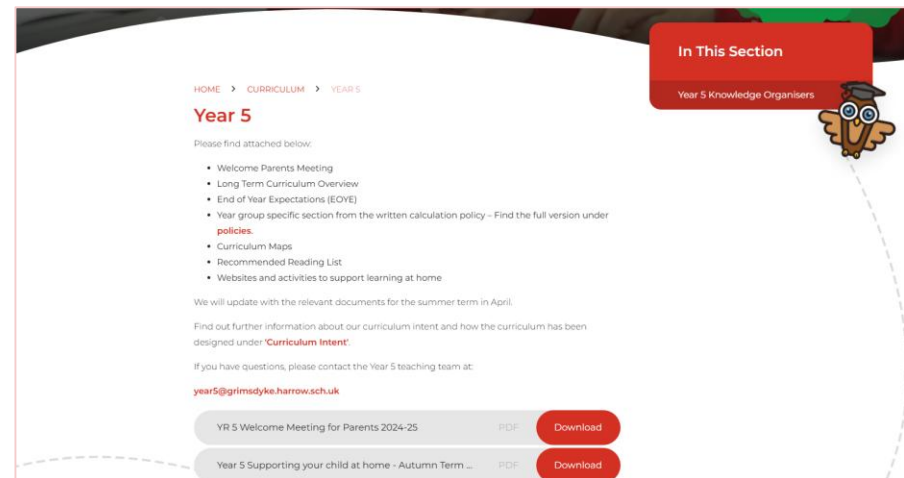
Curriculum

Long Term Plans are available on the school website. These give you an insight in to that the children are learning over the year.

Medium term plans are uploaded at the start of each term and show a more in depth look at the topics the children will be learning about.

To further support their learning, reading lists have also been uploaded to help guide the children to texts suitable for their age group and topic they are covering.

Written calculation policy can also be found on the school website. This can be useful when children are completing home learning and the calculations are different!



Long term plan



Grimsdyke School
Long Term Curriculum Overview (2025-26)
Year 5



	Autumn Term		Spring Term		Summer Term	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Theme	The Victorians		Stronger Together		The Ancient Greeks	
English: Whole class reading and text focus	<p>Main Text: <i>Street Child</i> by Berlie Doherty</p> <p><i>Cosmic</i> by Frank Cottrell Boyce</p> <p><i>Jamie Drake equation</i> by Christopher Edge</p> <p><i>Shorter</i></p> <p><i>Oliver twist</i></p> <p><i>The British</i> by Benjamin Zephaniah</p> <p><i>Mystery Stories</i></p> <p><i>Christmas related- A Christmas Carol</i></p>		<p>Main Text: <i>Journey to Jo'Burg</i> by Beverley Naidoo</p> <p><i>The Curse of the Maya</i> by Johnny Pearce & Andy Loneragan</p> <p><i>Aztecs Tales</i></p> <p><i>Explorer</i> by Katherine Rundell</p> <p><i>The Shaman's Apprentice</i> by Lynne Cherry & Mark Plotkin</p> <p><i>Middleworld</i> by J&P Voelkel</p>		<p>Main Text: <i>Greek Myths (Various)</i></p> <p><i>The Adventures of Odysseus</i> by Hugh Lupton, Daniel Morden and Christina Balit</p> <p><i>The Odyssey</i> by Gillian Cross</p> <p><i>Time Travel Diaries: Adventure in Athens</i> by Caroline Lawrence</p> <p><i>Percy Jackson and the Lightning Thief</i> – Rick Riordan</p> <p><i>Beasts of Olympus</i> – Lucy Coats</p> <p><i>Leo and the Gorgon's Curse</i> – Joe Todd Stanton</p> <p><i>Mission to Marathon</i> – Geoffrey Trease</p> <p><i>The Story of Antigone</i> – Ali Smith</p>	
English: Writing focus and text types	<p><i>Character and Setting descriptions</i></p> <p><i>Letter Writing</i></p> <p><i>Non-chronological reports</i></p>	<p><i>Poetry</i></p> <p><i>Mystery stories</i></p> <p><i>Newspaper articles</i></p> <p><i>Instruction writing</i></p>	<p><i>Descriptive writing- setting and character</i></p> <p><i>Letter writing</i></p> <p><i>Diary entries</i></p>	<p><i>Adverts</i></p> <p><i>Persuasive writing</i></p> <p><i>Writing a balanced argument</i></p>	<p><i>Non-chronological report</i></p> <p><i>Newspaper articles</i></p>	<p><i>Writing a play script</i></p> <p><i>Writing a Greek myth</i></p>

Medium term plan



Grimsdyke School



English (Reading):

This term we will be reading 'Street Child' by Berlie Doherty. Students will discuss texts, developing their ability to explain the authors' intent or their opinion of them giving justifications using evidence or quotes. The children will be using the text to support their understanding of historical content and vocabulary from the time.

English (Writing):

The pupils will be writing a variety of text types based on the texts they have read, some of these include: narratives, letters and biographies. They will develop their use of complex sentence structures, punctuation and tenses in their writing. They will consider the audience for their writing, the level of formality required and how this can be achieved. We will continue to explore a range of spelling patterns and rules as well as exploring word roots as a way of supporting spelling of new words.

Maths:

This half term, the students will continue to develop their understanding of place value and the number system. The students will build their understanding of multiplication and division, learning a range of mental and written strategies to carry out calculations. They will then apply these to tackle multi step problem solving tasks. Students will learn about statistics focusing on how to read, interpret and draw a range of graphs including line graphs that represent continuous data such as time or speed. In our work on geometry and shape, students will learn about area and perimeter. They will learn how to calculate each of these measurements, including how to apply some simple formulae for regular shapes.



Curriculum Map for Year 5 (Autumn Term) Theme: The Victorians

P.E:

For the first half of the term, pupils in Year 5 will be learning Gymnastics. The children will learn about balance, flexibility and performance throughout the unit. Children will develop performances through creating a sequence of moves using apparatus at the heart of the sequence.

They will also explore invasion and team games, with a focus on 'football'. Children will:

Learn to work as a team

Understand the rules to a game and apply them

During the second half of the term, pupils will focus on 'Netball'. Children will:

Learn the passes involved in the game

Practise the appropriate footwork

PSHCE:

During PSHCE this term the children will be developing their knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation. They will study the Jigsaw unit 'Being me in my world.' The theme offers children the opportunity to see themselves as valued individuals within their community and to contribute to shaping a welcoming, safe and fair learning community for all. We will draw up our class charters and set goals for the year ahead.























Science:

This term we will study a unit of work about the properties and changes of materials. We will explore properties such as hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Pupils will also study the ways in which materials can be changed and whether those changes can be reversed. Students will demonstrate how some materials change shape when they are altered.

For the second half term of term, pupils will learn about forces. They will build on their knowledge of friction, gravity and speed. They will conduct a variety of experiments and use scientific language to explain their understanding—they will also investigate levers, pulleys, and gears. Children will identify the effects of air/water resistance and friction on different surfaces. They will also learn how Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.



Reading list

 Year 5 Recommended Reading List Autumn Term 			
 <p>Workhouse: A Victorian Girl's Diary 1871 By Pamela Oldfield</p>	 <p>Hidden Figures By Margot Lee Shetterly</p>	 <p>Miraculous journey of Edward Tulane Adventure By Kate DiCamillo</p>	 <p>A Series of Unfortunate Events By Daniel Handler</p>
 <p>The Girl of Ink and Stars By Kiran Millweed Hargrave</p>	 <p>Far From Home By Berlie Doherty</p>	 <p>V & A introduces: William Morris By William Morris</p>	 <p>When Life Gives You Mangoes By Kereen Getten</p>
 <p>The House of Hidden Wonders By Sharon Gosling</p>	 <p>Roller Girl By Victoria Jamieson</p>	 <p>Oliver Twist By Charles Dickens</p>	 <p>How Do Bridges Work? By Roman Belyaev</p>
 <p>Caribbean Dozen By Various authors</p>	 <p>Favourite Poems By Various authors</p>	 <p>The Amulet By Kazu Kibuishi</p>	 <p>When Stars are Scattered By Victoria Jameson</p>
 <p>Charlie Changes into a chicken By Sam Copeland</p>	 <p>Everest By Alexandra Stewart and Joe Todd-Stanton</p>	 <p>The Wonder Garden By Jenny Bloom and Kristjana Williams</p>	 <p>Victorians (DK eyewitness)</p>

Knowledge organisers

What are they?

Street Child- The Victorians

Purpose: **Entertain** **Inform** **Persuade** **Discuss**

- Children's Choice
- Diary Entry
- Descriptive comparisons
- Setting and character description
- Report
- Instructions
- Persuasive Letters
- Biographies
- Poetry



Name of book: Street Child
 Date Published: 1995
 Author: Berlie Doherty
 Genre: Historical Fiction

Cane	A long stick, used to punish children.
Constable	A police officer of low rank.
Governor	The head of the workhouse.
Landlord	The owner of a rented property.
Slum	An area where very poor people live.
Workhouse	A building where the poor work in return for food and housing.
Docks	An enclosed area of water in a port for the loading, unloading and repair of ships.
Cargo	Goods carried on transport.

Curriculum Links/Contexts

- History- the Victorians (Workhouses, rich and poor, Dr Barnardo etc.)
- Geography- London (year 2 & 4), Rivers (year 5)
- PSHE- Looking after myself, emotions

Context: The Victorian-era was defined by many things: Queen Victoria's reign of the British Empire, famous inventions from the telephone to the railways, unusual medical practices and medical advances and the significant gap between the rich and the poor. The introduction of the Education Act of 1870 meant children could finally attend school and the abolishment of children in workhouses did not occur until the early 1900s. Jim Jarvis was a real boy, but not very much is known about him.

Vocabulary

Inference

Predict

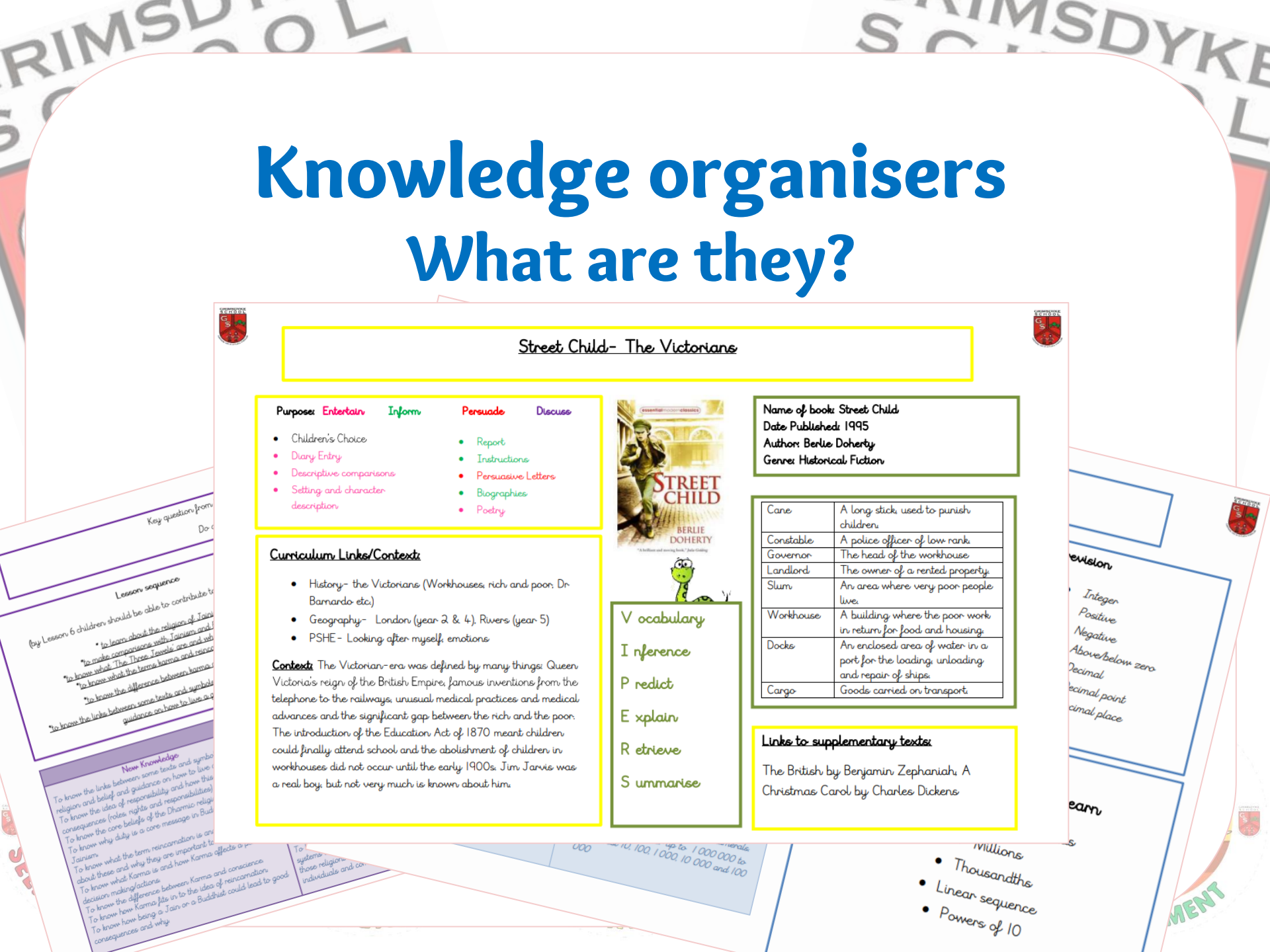
Explain

Retrieve

Summarise

Links to supplementary texts:

The British by Benjamin Zephaniah, A Christmas Carol by Charles Dickens



Knowledge organisers

How do we use them?

A knowledge organiser (KO) contains set of key facts, knowledge and information that pupils need to know and be able to recall in order to 'master' a unit or topic. This could include famous people, key facts, key vocabulary and key dates and timelines.

The aim is to regularly, over the course of the term, use these Knowledge Organisers to rote learn and memorise key knowledge, which will give your child a better understanding of their learning. These will be readily available in the classrooms for the children to refer to, be used by teachers or support staff to pre-teach and recap key learning.

Children use these regularly in lessons and is important they continue to use these to support learning at home. In order for you to be able to support your child at home, these Knowledge Organisers will be available on our school website for you to access, so that you can familiarise yourself with and use how you wish to support their learning, in line with what's being taught in school.

Parent tips to support your child:

- Read through the Knowledge Organiser with your child – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect.
- Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they have to fill in. Miss out more to support them in remembering more
- Creating quizzes and quizzing each other

Assessment

End of Year Expectations

Taken from the National Curriculum and are what the children are assessed against as they move up the school. These are available on the school website.

Children are assessed against the EoYE in:

- Reading (and phonics)
- Writing
- Maths

Other subject areas are teacher assessed throughout the year.

The end of year expectation document and curriculum maps can be found on the school website under the 'Curriculum' tab

Parents evenings will also take place during autumn and spring term.

End of Year Expectations (EOYE)

Maths

- Count, read and write numbers from 1 to 20 in numerals and words.
- Count forwards to 100 from any given number.
- Count backwards from any given number to 100.
- Count, read and write numerals to 100.
- Count in multiples of 2s, 5s and 10s.
- Say the number one more or one less than a number to 100.
- Recall pairs of number bonds/ fact families to 20, addition and subtraction.
- Add and subtract one- and two-digit numbers to 20 including 0.
- Know the signs (+), (-) and (=).
- Solve a missing number problem (e.g. $5 + ? = 8$).
- Solve a one-step problem using addition and subtraction using concrete objects and pictures.
- Solve a one-step problem using multiplication and division using concrete objects and pictures.
- Recognise, find and name half and a quarter of an object, shape or quantity.
- Recognise and know the value of different coins and notes.
- Compare, describe and solve practical problems for length, height, weight and capacity.
- Measure and begin to record length, height, weight, capacity and time.
- Sequence events in chronological order using language and can name the days of the week and months of the year.
- Can tell and record the time to o'clock and half past the hour.
- Can recognise and name simple 2D and 3D shapes.
- Describe position, direction and movement (e.g. right, left, clockwise, anti-clockwise etc.).
- Can read and create a simple pictogram or block graph to answer a question.

English - Writing

- Sit and hold a writing implement correctly, whilst sitting correctly at a table.
- Leave spaces between words in their writing.
- Write the capital and lower-case form of each letter starting and finishing in the right place.
- Correct formation of digits 0-9.
- Write number words 1- 20 as well as multiples of 10 (30, 40, 50 etc)
- Write simple sentences dictated by an adult including phonics and tricky words taught so far
- Use capital letters for names, days of the week and places, including the personal pronoun 'I'
- Most sentences are punctuated with capital letters and full stops
- Begin to punctuate sentences with question marks and exclamation marks
- Begin to use commas in some expanded noun phrases
- Use "and" to join words, ideas and clauses
- Compose an oral sentence before writing it and re-read aloud after writing to check it
- Recognise simple tense I went to the... The... (the, because, etc.)
- Spell common exception words or tricky words (the, because, etc.)
- Spell words by applying the 44 phonemes
- Use suffixes (- ing, - ed, - er, - est) and prefixes (un-, mis-, dis-, in-, sub-, super-, etc.)
- Correctly spell the days of the week and months of the year
- Write sequenced sentences to write what they have written with the teacher or other children

English - Reading

- Say the correct sound for all of the 44 phonemes in English including alternative sounds where applicable.
- Read accurately unfamiliar words by blending the phonemes which have been taught.
- Read the common exception words (tricky words) up to including phase 5.
- Read words with common endings (s/es/ing/ed/er/est) and contractions.
- Read aloud books that are consistent with their developing phonic knowledge
- Show greater fluency and confidence when re-reading a text
- Listen to, join in with repeated phrases from and discuss a range of traditional stories and poems
- Make links between what they read or hear read and their own experiences
- Make predictions and inferences on the basis of what has been read, said and done by different characters
- Check what they read makes sense and reread to correct where appropriate
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

Glossary

Across 100: E.g 97, 98, 99, 100, 101, 102...

Blending the phonemes: Children will start to put sounds together, to make short words, such as: cat, nap, pin, tap, etc. This is called blending phonemes.

Inferences: Conclusions reached by the child based on their reasoning and from the evidence from the text.

Pairs of number bonds to 20: E.g $12 + 8$, $11 + 9$, $13 + 7$.

Phase 5: Children entering Phase 5 will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words. In Phase 5 children will learn more graphemes (a letter or letters which represent a sound) and phonemes. For example, they already know ai as in rain, but now they will be introduced to 'ay' as in day and 'a-e' as in make.

Phonemes: The shortest unit of sound, e.g 's' in 'sat'.

Topic and trip highlights

Autumn term-

Gunnersbury Park Visit- 20th Oct / 21st Oct

Victorian Theme day - 5th Dec

St Anselms Carol Concert - tbc

Harrow Arts Centre Panto -tbc

Spring term-

CREW Visit- Space

VR session

Whipsnade Zoo

African Drumming- Harrow Music Service

Summer term-

CREW Visit- Ancient Greeks

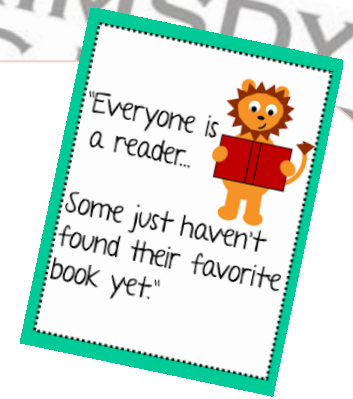
Hatch End High School visit- Drama and Theatre Performance

Year 5 Showcase

Carnival Performance

Reading in Year 5

Reading plays an extremely important role in your child's education. Not only does it help build language and vocabulary knowledge, it also teaches them about the world, history, science and many others.



- Children are free readers in Year 5. Children may choose their reading books but will be advised by an adult if this is an inappropriate level.
- Support is provided for children who need some more guidance in this area
- Library time is scheduled during an allocated lunchtime (tba) and Friday mornings.
- Reading at home every night- we usually recommend **20 minutes per night**
- Children have been issued combined homework diaries and reading record. They may choose whether to have an adult write in or they can write this in independently.
- Recommended reading lists- located on website.

Grimsdyke school always welcome any book donations from parents – we could use these either in school library, share with a different year group or add to our class reading corners for other children to also enjoy - good quality, age appropriate

In the past we have had parents buy a book for the library – we can add a sticker to commemorate a birthday and can be enjoyed by all and for many years after.

Spellings

- Spelling home learning will be handed out weekly. The children will also complete weekly SCODE lessons as part of the SPAG curriculum.
- Due to the nature of UKS2, we also do learn the Year 5 and 6 Spelling words as these are important for the end of year 6 assessments. You can find these online or on Google Classroom.
- Appropriate interventions are put in place for children who require support in this area.



Home learning/Google Classroom

- Children will be required to read for 20 minutes daily, complete maths consolidation tasks set on MyMaths and to complete a spelling / handwriting task on paper.
- There will also be a selection of six tasks provided, which will support the learning across differing curriculum areas. The children are to complete these over the half term and submit them on Google Classroom or bring them into school for feedback.

MyMaths and spelling homework is set on a **THURSDAY** and submitted on **TUESDAY**.

Home learning menu will also be set on the first **THURSDAY** of the 1/2 term and submitted on the first **TUESDAY** after the 1/2 term break.

GRIMSEY SCHOOL







Home learning

Year 5
Autumn 1

Every week..



- Reading every day
- Spellings / hand writing - set weekly
- Maths consolidation - set weekly on Google Classroom

Extra work to do over the half term..




Science 	History 
Geography 	Art 
Computing 	PSHCE 

Once you have completed any of these activities, send it to your teacher on Google Classroom or bring it in to show them and the rest of your class. Merits may be awarded for excellent effort.

Websites used to support learning (home and at school)

**Grimsdyke School**

Helpful websites and suggested activities to support learning at home





<p>English: Reading: https://www.borrowbox.com http://www.crickweb.co.uk/ks2literacy.html</p> <p>Writing: https://www.onceuponapicture.co.uk/</p> <p>Spellings: https://spellingframe.co.uk/</p> <p>Punctuation and Grammar: https://www.naturalcurriculum.co.uk/</p> <p>Maths: http://amathsdictionaryforkids.com/ http://www.crickweb.co.uk/ks2numeracy.html https://www.educationquizzes.com/ks2/maths</p> <p>https://ttrackstars.com/ - All children have a username and password to access their account. https://www.mymaths.co.uk/ - All children have a username and password to access their account.</p> 	<p style="text-align: center;">Year 5 (Autumn)</p> <p style="text-align: center;">Theme: Victorians, Plate tectonics, Mountains and Earthquakes, Forces and Materials</p> <p>Geography: https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4q3gp3 https://learning.dk.com/uk/geography</p> <p>History: https://www.bbc.co.uk/bitesize/subjects/zcw76sg https://primaryfacts.com/famous-victorians/</p> <p>Art and Design: http://www.youtube.com/user/ArtforKidsHub https://www.natgeokids.com/uk/teacher-category/art/</p> <p>Science: https://www.bbc.co.uk/bitesize/topics/zvr3nrd/articles/zywcrdm</p> <p>Other Curriculum Areas: https://www.bbc.co.uk/bitesize/primary</p> 	<p>Suggestions for Visits:</p> <p>Royal Museums Greenwich https://www.rmg.co.uk</p> <p>The Royal Museums Greenwich house a vast array of artefacts, enriching people's understanding of the sea, exploration of space and Britain's role in world history.</p> <p>Victoria and Albert Museum https://www.vam.ac.uk</p> <p>The Victoria and Albert Museum is the world's largest museum of applied arts, decorative arts, and design, housing a permanent collection of over 2.27 million objects.</p> <p>Frameless https://frameless.com</p> <p>Immersive art experience showcasing famous works of art.</p> <p>Natural History Museum https://www.nhm.ac.uk/</p> <p>The Natural History Museum hosts many attractions across its four coloured zones including the 'Earthquake machine' within the Volcanoes and Earthquake area.</p> 
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Uniform

- Charcoal grey trousers/shorts/tonic/skirt
- White button through shirt or blouse
- Red Grimsdyke sweatshirt or cardigan
- White, grey or black socks
- Tights (grey/black/red)
- Sensible black school shoes
- Red fleece with school logo
- A suitable coat
- In warm weather, a red/white quarter inch check summer dress or gingham playsuit may be worn.
- Shoulder length hair must be tied up.
- Only jewellery of a religious significance and small studs may be worn.

School uniform Reminder

Students should be wearing school uniform on every school day unless their class has PE or a school trip/activity where they have been advised to come in something different.

Red school sweatshirt or cardigan	
White shirt (buttoned)	
Charcoal Grey trousers/length shorts/Pinafore/skirt (Knee-length)	
Red and white checked gingham summer dress/playsuit	

Other items of school uniform

A suitable coat (please make sure coats have a loop for hanging on a peg)

Red fleece with school logo (available from school supplier)

Red fleece with school logo - available

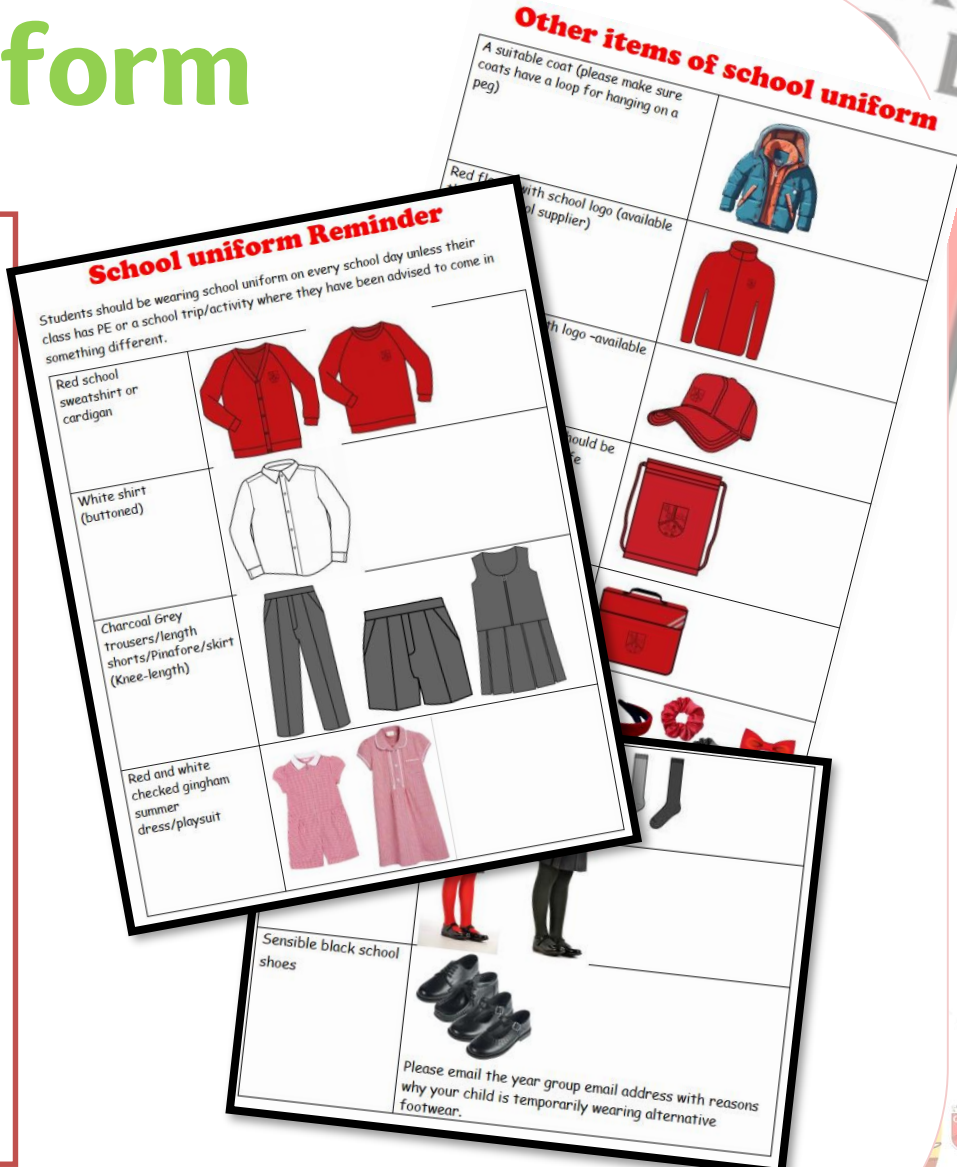
Red school bag

Red school cap

Red school shoes

Sensible black school shoes

Please email the year group email address with reasons why your child is temporarily wearing alternative footwear.



Physical Education






- PE lessons are currently on **Wednesday.**
- **After half term PE will run on MONDAY and WEDNESDAY.**
- P.E. uniform consists of:
 - White or black Shorts
 - White T-shirt
 - Trainers
 - Plain black track suit needed for colder weather
 - Jewellery **must** be removed on PE days before they come to school.
- If your child is not to participate in a P.E. lesson, a note or email must be written to the class teacher.

PE uniform Reminder

Students should come to school in PE kit on their planned PE days.

Students should bring their PE kit in their school kit bag on days that they have a sports club or competition and will be able to change at the appropriate time to do their activity.

For health and safety reasons we do not allow children to wear jewellery. Exceptions to this are stud earrings, inexpensive watches and small objects of religious significance.

Black school sweatshirt	
White crew neck T-shirt (plain or with Grimsdyke logo)	
Black shorts	
Black jogging bottoms	
Plimsolls or trainers	



What to bring to school

Not allowed to bring in to school:

- Ink erasers or Self correcting fluid (Tipp-ex)
- Compass points – these will be provided if children are required to use these as part of a lesson.
- Paint pens

Pencil cases are optional- everything MUST be named. These need to be able to fit into the child's drawer and therefore shouldn't be any larger than 22cm by 11cm.

Snack/water bottles/Lunch

No glass bottles. Can all snack containers/water bottles please be named.

Students at Key Stage Two are required to bring their own snack for mid-morning. Parents may purchase a milk drink for their child to have at snack time using 'Coolmilk' link on website.

Snacks – only fresh or dried fruit and veg. Not fruit winders, cereal bars etc.

Only still water - no 'Actimel' type drinks

To keep packed lunches in line with food-based standards for school meals, packed lunches **should not** include:

- Pure chocolate bars

- Other confectionery such as sweets

- Fizzy or sugary drinks

- Fast foods such as hamburgers

Safeguarding

Safeguarding at Grimsdyke School is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in safeguarding- identifying concerns, sharing information and taking prompt action.

Any information or concerns have to be shared confidentially with our

Safeguarding Lead - Mrs Bhudia

The Deputy Safeguarding Leads – Mrs Dwyer and Mrs White

For further information on this please read our safeguarding policy on our school website.

If there are any changes to any contact details, medication or allergies, please let us know. It is important we can get in touch with you in case of emergency.

Official channels of communication

The academic year is always really busy in many different ways. We do our ultimate best to share as much information with parents as possible and keep you informed of any changes with as much notice as we can give. Lots of information is shared with parents using our “official” channels of communication:

- Grimsdyke Newsletter(Fortnightly),
- Schoolcomms/email
- School website
- School Calendar (available on the website and newsletter),
- Twitter feed (@GrimsdykeSchool),
- A-Frame in the carpark
- Specific class based letters.

A majority of communication is shared with the parents on Fridays. **Please do read these carefully.**

The School Office email – office@grimsdyke.harrow.sch.uk can be used if you have any further questions.

The newsletters are sent via email but will also be available on the school website.



Online and social media communication @ Grimsdyke School

School will...

- Put all essential information for parents onto our website
- Send regular communication to the email address parents share with us
- Use the school Twitter account to share additional information
- Use text alerts to parents where there is something important to share
- Deal with any issues parents raise through the appropriate channels e.g. year group email, email to office or Head teacher

School does not...

- Use or recommend any other social media platform is used for school related communication e.g. WhatsApp
- Share information or monitor communication via these platforms
- Give information to parents to be shared through year group or class parent social media accounts e.g. WhatsApp groups
- Allow images or content from school to be used in private social media accounts

School recommends...

- Parents share any concerns or queries directly with school staff or via school email accounts
- Parents use any social media accounts related to school for networking and support only
- Parents model good and responsible social media use for their children
- Parents monitor their children's use of social media across all platforms including those related to games they might play online

Parents should contact the school office or year group email regarding any queries or questions. Staff will always be more than happy to answer any queries.

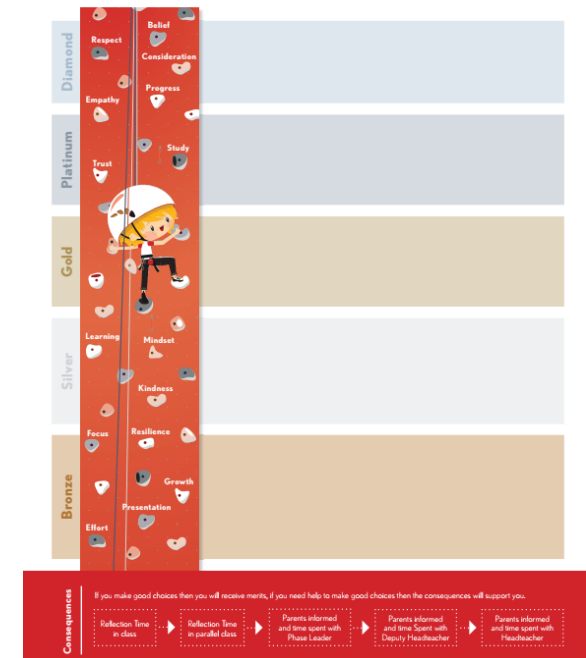
Behaviour and merits

Behaviour expectations are set within the class and discussed with the children.

- ❖ “Merits and Commendations” are prominently displayed in all classrooms and are consistently adhered to by all staff and pupils. This system is a layered approach to acknowledge and reward positive behaviours based on the ethos / ideas of teamwork, citizenship and learning.
- ❖ Each week there will be an achievement assembly where children can receive a certificate.
- ❖ Other rewards can include – verbal praise, stickers, table points, extra play, golden time
- ❖ Undesirable behaviour which leads to a child being spoken to and/or being warned must be recorded within a logging system. There are phase consequence as outlined in our school policy
- ❖ Parents will be informed of behaviour incidents which have gone beyond a warning
- ❖ Consequences – missed golden time, playtime, time out of class with a member of leadership team, behaviour log for sanctions.

Merits and Commendations

You can gain merits and commendations through
Teamwork, Citizenship and Learning



Layers of rewards:

- Bronze – Class Teacher – 10 merits
- Silver – Year Group Leader - 15 merits
- Gold – Phase Leader – 20 merits
- Platinum – Assistant Head – 28 merits
- Diamond – Deputy Head - 32 merits
- Medal – Head teacher
- SCORE Trophy

Mobile phones/smartwatches

If your child is bringing in a mobile phone, please ensure you and your child have read, agreed and signed the school contract. Children should NOT be using mobile phones whilst on school site.

All phones must be handed into the school office in the morning.

No smart watches which connect to a mobile phone device eg. have access to any messaging /internet services

Attendance and punctuality

Letters for absence/medical appointments

Submit a form for any exceptional leave

Times for soft start, morning drop off.

Gates shut promptly at 8.45am

Collection/dismissal

- Collecting other children –update permission with office.
- Emails to be sent previous day to the year group email or by 8.30am otherwise last minute changes must be communicated via medical room/attendance.
- Children will not be dismissed to adults if teachers are not aware of changes have been made to normal collection arrangements

Parents need to send an email to consent for their child to walk home

- Conversations are not possible until children have been dismissed – safety first. Please try to prearrange these with teachers where possible

Parents should not be leaving students unsupervised in the car park in the morning. However, if you have notified the school your child is walking to school independently, we will ask that you please discuss safety with your child.

Useful contact information

Year group email	Year5@grimsdyke.harrow.sch.uk	Use this to communicate with class teachers about The day-to-day operations: -Learning, progress, homework -behaviour -Welfare, behaviour, safety etc:
Office email:	office@grimsdyke.harrow.sch.uk	Changes to pick up arrangements General enquiries
Absences/Attendance:	attendance@grimsdyke.harrow.sch.uk	Attendance and absences - We ask that you communicate this information by 9.30am on each day of absence. Medical appointments Sending exceptional leave requests
SENDCO	sendco@grimsdyke.harrow.sch.uk	Queries relating to your child's support
Headteacher	headteacher@grimsdyke.harrow.sch.uk	Safeguarding queries Escalating complaints

Birthdays

We are a healthy eating school but do recognise that parents/students wish to celebrate birthdays and share a token with class.

There is no expectation for families to bring in treats. Children will be celebrated in class regardless of whether they bring something to share.

Sweet treats are often the go to option for parents but we wanted to share some other alternatives which are also a nice way to celebrate....

- donate a new reading book to go in the class library
- a new game for the wet play box

(We'd prefer treats to be generic to enable us to distribute efficiently)



Contribution

We are still on the hunt for contributions. If you have any of the below that you would like to donate to Reception/Year 1 please bring in with your child:

- Fidget toys
- Construction
- Small world animals/people/dinosaurs
- Puzzles
- Board Games
- Doll house
- Role Play toys - kitchen, food, dressing up etc.
- Old guttering
- Wooden toys
- Reading books
- If you are able to offer talks/visits