

MEET THE TEAM...

▶ 5 HORNBEAM

Mr Holliday

▶ 5 ROWAN

Miss Sheeres

▶ 5 SYCAMORE

Mr Taylor

▶ PHASE LEAD

Mrs Corbett

Mrs Stanley
Mrs Thompsett
Mrs Reeves (French)
Mrs Richards (Music)
Max Scott (PE)

MEET THE TEAM...

School Inclusion Team

Miss Husband (SENCo)

Mrs Adams (Assistant Headteacher)

Mrs Stone - Pastoral Support

Miss Bowen - Assistant to the Inclusion Team

COMMUNICATION

We value good home-school communication



- ▶ School website
- ▶ Weekly newsletter
- ▶ ParentMail - letters
- ▶ Curriculum letter
- ▶ Complete online form to get in contact with class teacher

WORKING TOGETHER Who do I go to?

The Class Teacher

is the first person to discuss any concerns, queries or matters pertaining to your child

The Phase Lead

can be brought in alongside the class teacher if further support is needed

After these have been explored members of the Senior Leadership Team can be contacted for support:

Miss Husband: *Inclusion/SEND/Safeguarding*

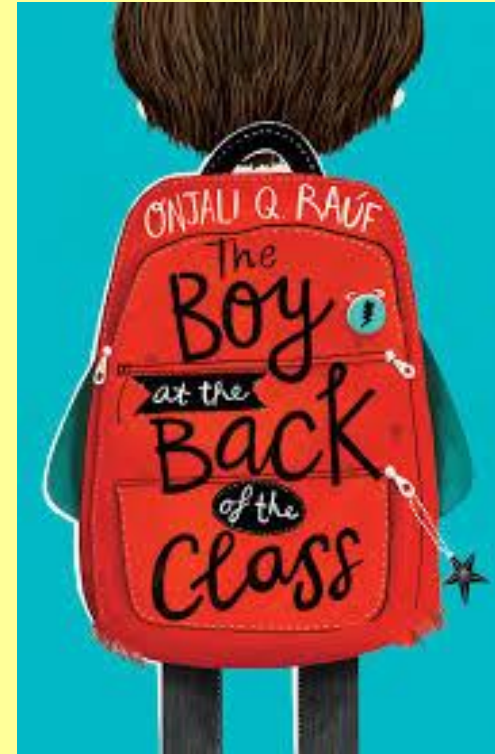
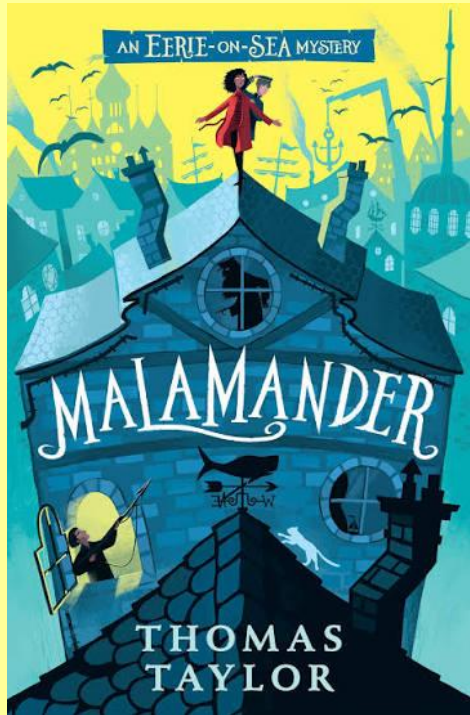
Mrs Adams: *Behaviour incidents/Attendance*

After these have been explored or if it is relating to academic progress,
Mr Burns, Deputy Headteacher, can be contacted.

If there still remains concerns, issues or matters to discuss,
Mrs Lonie, Headteacher, can be contacted.

THE YEAR 5 CURRICULUM English (writing)

Opportunities to write are closely linked to high quality texts. The language and illustrations in these books will inspire children to write for a variety of purposes.



THE YEAR 5 CURRICULUM English (spelling)

The National Curriculum states that “pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.” We know that spelling can be tricky for many of our children!

At Woodlands, we use **Read Write INC** to support us in delivering engaging, progressive and effective spelling lessons that meet the aim stated above.

There will also be weekly spelling homework linked to the children’s current spelling rule.

At the start of each term, your child receive a list of orange words, which they will need to practise at home. Testing will occur across the year.

THE YEAR 5 CURRICULUM Reading

Two book approach: Read Aloud book and Personal Choice book

- ▶ Read aloud books are changed when an adult has heard the whole book read aloud.
 - ▶ Focus on fluency and developing vocabulary. Fluency means that children must be able to read 90-95% of the words.
 - ▶ Expression
 - ▶ Automatic word recognition
 - ▶ Rhythm and phrasing
 - ▶ Smoothness
- ▶ **Star Books:** 20 high quality books recommended by us. Children are challenged to read at least 6 (one per term).
- ▶ You can read **Star Books** and **library books** to your children.

THE YEAR 5 CURRICULUM Maths

Maths is all around us.
It is a language we use to understand the world around us.

We value positive talk about Maths.

Autumn term	Number Place value VIEW Free trial	Number Addition and subtraction VIEW	Number Multiplication and division A VIEW	Number Fractions A VIEW		
Spring term	Number Multiplication and division B VIEW	Number Fractions B VIEW	Number Decimals and percentages VIEW	Measurement Perimeter and area VIEW	Statistics VIEW	
Summer term	Geometry Shape VIEW	Geometry Position and direction VIEW	Number Decimals VIEW	Number Negative num... VIEW	Measurement Converting units VIEW	Measurement Volume VIEW

THE YEAR 5 CURRICULUM

HISTORY

- ▶ Ancient Egypt (Term 1)
- ▶ Ancient Greece (Term 3)
- ▶ The Mayans (Term 5)

GEOGRAPHY

- ▶ Volcanoes and Earthquakes (Term 2)
- ▶ Our Local Area: Tonbridge (Term 4)
- ▶ Brazil (Term 6)

COMPUTING

- ▶ We are Game Developers (Coding) (Term 1)
- ▶ We are Cryptographers (Term 4)
- ▶ A beginners guide to PowerPoint (Term 5)

THE YEAR 5 CURRICULUM

RE

- ▶ Why do some people think that God exists? (Term 1)
- ▶ If God is everywhere, why go to a place of worship? (Term 2)
- ▶ Can we live by the values of Jesus in the 21st Century? (Terms 3&4)
- ▶ What does it mean to be a Muslim in Britain today? (Term 5&6)

▶ ART

- ▶ Illustrations (Term 1)
- ▶ Ceramics (Term 3)
- ▶ Brazilian Art (Term 6)

DT

- ▶ Electric Doodlers (Term 2)
- ▶ Developing a Recipe (Term 4)
- ▶ Mechanical Systems: Pop-up Books (Term 5)

THE YEAR 5 CURRICULUM PE (Swimming)

In Terms 1 and 2, children in Year 5 have the opportunity to be taught swimming by fully qualified instructors at Tonbridge Pool. It is a requirement that all primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2.

Each pupil is required to be able to do the following:

- ▶ Perform safe self-rescue in different water-based situations
- ▶ Swim competently, confidently and proficiently over a distance of **at least 25 metres**
- ▶ Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

THE YEAR 5 CURRICULUM

SCIENCE

- ▶ Earth and Space
- ▶ Forces
- ▶ Living Things and their Habitats
- ▶ Properties and Materials
- ▶ Animals including Humans

PSHE

- ▶ Being me in my world
- ▶ Celebrating Differences
- ▶ Dreams and Goals
- ▶ Healthy Me
- ▶ Relationships
- ▶ RSE

September 2020 onwards in Primary Schools (England)

After September 2020,

Legally:

1. Schools **MUST** teach the Science curriculum
2. The DfE guidance 2019 states that Relationships and Health Education (including changing adolescent body) are compulsory

Plus...

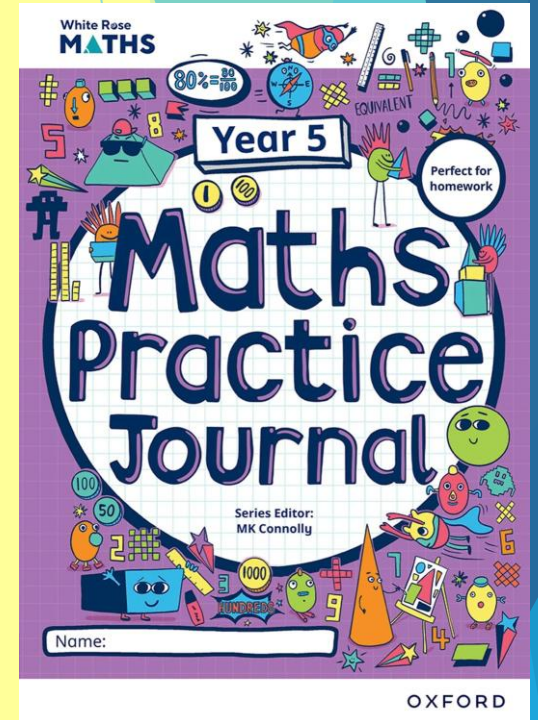
a **'recommendation'** that all schools have a Sex Education Programme

How schools do this is left up to them.

Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)

Homework

- ▶ Reading our read aloud books daily
- ▶ Maths - every week from the White Rose Maths Practice Journal.
- ▶ Spelling - orange words weekly and homework sheet that focuses on the spelling rule the children have learnt that week.
- ▶ Maths and Spelling homework will be handed out on a Friday and must be in on a Tuesday.



TRIPS AND EVENTS

Carroty Wood



- ▶ Thursday 12th November 2026 - All Day
- ▶ Friday 13th November 2026 - All Day

Key Information

- Children must be dropped off between 8:40am and 9:00am. Members of staff will be there to direct to the correct car park. Due to limited parking space, where possible, please attempt to car share to allow for smoother drop offs.
- When drops off happen, please say your goodbyes swiftly to avoid congestion in the car park.
- All children must have packed lunch provided for the Thursday. If you would like your child to have a school packed lunch, please contact the kitchen directly.
- Collection will be at 2:00pm on Friday by Woodlands Lodge. The children are more than likely to be very muddy on their last activity and will not have a place to get changed.

Do's and Don'ts

NAMED OLD CLOTHES – THEY WILL GET MUDDY!

- Old and warm comfortable clothing and footwear for the activities
- Nightwear and appropriate night indoor shoes (slippers, sliders, clogs)
- **Waterproof jacket/ trousers**
- Gloves and a warm hat
- Warm jumper/sweatshirt/fleece
- TWO pairs of long trousers – preferably not jeans as these stay wet for a long time. A pair or two for the activities, and one pair for the evening.
- **TWO PAIRS OF TRAINERS** (in case one pair gets wet/dirty)



PLEASE DO NOT BRING

- Torches
- Sweets/chewing gum
- Mobile phones
- Cameras
- Spray deodorant or hair spray
- Money
- iPads, iPods or any other electronic games or devices
- Any jewellery
- Wellington boots/flip flops
- No personal notes from relatives



TOILETRIES

- Wash bag containing soap, tooth brush and toothpaste, flannel, towel etc
- Hair brush/comb



OTHER

- Bin bags/plastic bags for dirty clothes
- A list of what should be in the suitcase on its return – (very helpful as the children will have to pack themselves)
- X2 Water bottle (if not already in the backpack)
- Something to entertain the children, e.g. pen and paper, book, etc.
- Soft toy (everyone please bring one), reading book or comic.



Any medication must be handed to the teacher when you arrive with your child. The medication must be labelled. If possible, can all earrings be removed before arriving at Carrotty Wood.

TRIPS AND EVENTS Young Voices

Monday 2nd February 2027

- ▶ All Year 5 children will be involved.
- ▶ Evening performance at the O2
- ▶ Parents have the opportunity to attend - but please be advised you need to provide your own transport. Tickets will be available to purchase online. Correspondence will be sent out soon with further information e.g. price and website
- ▶ Children travel to and from the venue as a year group
- ▶ PTA are funding the cost of the t-shirt for every child



TRIPS AND EVENTS

- ▶ Forces Day (Term 2)
- ▶ Class Assemblies (Term 4)
- ▶ Cooking workshop as part of DT at Hugh Christie (Term 4)
- ▶ Trip to British Museum (Term 5/6)
- ▶ Tonbridge School (Term 6)

Behaviour and rewards

▶ Endeavour Awards

- ▶ Weekly award based on demonstrating positive learning attitude

▶ Positive Postcards

- ▶ Demonstrating values in one or more of the following values: respect, resilience, responsibility, care, creativity or community

▶ Termly Woodlands Ambassador Awards

- ▶ Awarded for someone that continuously demonstrates the values expected of a Woodlands learner

▶ Star Reading Challenge

- ▶ Certificates given after reading a certain number of star books during the school year.

Secondary Schools

- ▶ Open evenings - take advantage, take your time, look around all of the options.
- ▶ Taster Days - year group visits to different schools such as Leigh Academy and Hugh Christie (see other secondary websites for other opportunities).
- ▶ CAT tests - before Christmas. The results can help you decide if the Kent Test (11+) is right for your child.

CATs score between 100-109			CATs score between 110-119			CATs score between 120-129			CATs score between 130-139		
Passed 11+	Did not pass 11+	Probability	Passed 11+	Did not pass 11+	Probability	Passed 11+	Did not pass 11+	Probability	Passed 11+	Did not pass 11+	Probability
7	52	12%	47	69	41%	58	26	69%	33	3	92%

- ▶ 11+ information evening in Summer Term with Mrs Lonie

Being in school at least 97% of the time (184 to 190 days)

That is no more than 6 days off per year.

365 days in a calendar year

190
school days in each year.

180
days in school

171
days in school

161
days in school

152
days in school

143
days in school

Did you know?

There are 175 non-term
dates in a school year.

100%
attendance

95%
attendance

90%
attendance

85%
attendance

80%
attendance

75%
attendance

Best chance of success

**Poor attendance - less
chance of success**

**Very poor attendance -
serious impact on
education**

At Woodlands Primary School, we have high expectations of attendance from all pupils. **We strive for every child to be in school every day.** Regular attendance is essential to ensure children reach their potential both academically and socially. Please make sure that your child is at school on time and is here every day, unless they are ill.

If in a school year, your child is late every day by...	Your child would have lost approximately...	or they would have missed approximately...
5 Minutes	3.5 Days from School	20 Lessons
10 Minutes	7 Days from School	41 Lessons
15 Minutes	10 Days from School	55 Lessons
20 Minutes	14.5 Days from School	82 Lessons
30 Minutes	22 Days from School	123 Lessons

You should not take your child on holiday during term time.
Please encourage punctuality to maintain school attendance.
Remember Absence = Lost Opportunity

What YOU must do:

- Try to telephone the school before 8.30am each day of your child's absence or email the school office on Office@woodlands.kent.sch.uk
- Tell the school in advance, of any medical appointments (try to make these out of school hours when you can)
- If you are not sure whether your child is well enough to attend school, send them in anyway as they often perk up on arrival. Read the NHS guidance, 'Is my child too ill for school?'
- Have a back-up plan for if your child misses transport: call on a family member, neighbour or friend.
- If you and your child are experiencing difficulties with school attendance, then talk to us as a first step so we can help!
- If you request a term-time absence for holiday, we will ask to meet with you in advance.

What WE will do:

- Check your child's attendance every day
- Phone home to discuss your child's attendance with you
- Invite you into school for attendance meetings if we are concerned
- Work with you to put in place interventions to improve and support attendance
- If we cannot establish a reason for absence, then we may make a welfare home visit.



Important wider school messages

Pupil Premium

- ▶ If your child has ever had Free School Meals the school qualifies for a Pupil Premium grant to assist their learning and development.
- ▶ If, as a parent, you are in the armed forces there is also a grant to the school in support of your child.
- ▶ If your child qualifies as being in the care of the local authority - the school will also be entitled to a amount to enrich your child's education.
- ▶ Please speak to the office or Inclusion Team if you feel your child should qualify for any of these grants - they are an enormous help in ensuring the school can best help your child.

Behaviour and rewards

▶ Endeavour Awards

- ▶ Weekly award based on demonstrating positive learning attitude

▶ Positive Postcards

- ▶ Demonstrating values in one or more of the following values: respect, resilience, responsibility, care, creativity or community

▶ Termly Woodlands Ambassador Awards

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WOODLANDS AND THE SMARTPHONE FREE CHILDHOOD MOVEMENT



The Smartphone Free Childhood campaign (<https://www.smartphonefreechildhood.org>)

Woodlands is a smartphone free school

Following on from our delay in implementing this to acknowledge that some children in previous years would already own smartphones, we are now proudly a smartphone free school.

If your child has to bring in a phone please speak to the class teacher. We only allow non-smart phones

Social Media and Internet Safety

❑ Decisive action – backed by 9 in 10 parents – expected to be brought to Parliament before

Christmas, **with protections expected to come into force in Spring 2027**

The ban will include platforms like Snapchat, TikTok, YouTube, Instagram, Facebook and X.

❑ The UK government aim to go further to protect kids with world-leading additional restrictions on harmful features online such as live streaming and strangers communicating with children .

❑ Government action shows clear choice to side with families over tech companies to put Power back in parents' hands and give kids the childhood they deserve.

Messaging services like WhatsApp are not intended to be included in the social media ban.

However, be mindful that WhatsApp is not recommended for children under 13 years of age.

Social Media and Internet Safety

- ❑ We are very aware of the issues surrounding social media and internet safety. Children will learn (at an age appropriate level) how to keep themselves safe online. We will adapt to meet the needs of our children in this ever-changing landscape.
- ❑ Cyber bullying is insidious and probably more common than any of us imagine.
 - ❑ This often happens in games like Roblox. We recommend that you set up parental controls for this game. [Follow this link to find out how.](#)
- ❑ WhatsApp groups are always a problem but should not disrupt learning. Sadly, for the last 3 years we have seen an increase in the negative impact that WhatsApp chats have had on our children. Please check your child's phone regularly.

Typical childhood experiences...

- ▶ Your child will find challenges along the way:
- ▶ Friendship issues
- ▶ Unkindness
- ▶ Difficulty telling the truth
- ▶ Understanding we are all different



We can help them together!

These are not usually 'serious safeguarding issues' - schools are filled with children who make mistakes and have to learn how to rectify and learn from them.
Trust us to manage these situations effectively - it's what we do.

SEND

A huge rise in SEND nationally means we are having to adapt practice as Autism, ADHD and other neurodiversities have become more typical.

Very few children in mainstream schools require 1-1 support and most needs can be met in mainstream.

Our universal offer includes, first and foremost excellent teaching. We also adapt to the needs of the children with resources such as Clicker 8, overlays and wobble cushions - not separate 'add-ons'.

'Brain breaks' will be provided as part of daily practice not as separate provision for individuals who require them.

We want our children to feel like they belong, to be successful **and to become independent learners.**

We need to prepare children for the reality of secondary school and beyond.

How do we achieve this?



NON NEGOTIABLES

What every learner is entitled to, every lesson, every day.

1



CLEAR LEARNING INTENTIONS

Every lesson has a clear purpose and learners know what they are learning and why.

2



EXPLICIT INSTRUCTION

New learning is taught clearly, step by step, with modelling and worked examples.

3



CHECK FOR UNDERSTANDING

Teachers regularly check understanding and adapt teaching in the moment.

4



SCAFFOLD, THEN REMOVE

Scaffolds are in place to support learning and gradually removed to build independence.

5



COGNITIVE CHALLENGE

Lessons are designed to develop thinking, not just recall.

6



HIGH QUALITY QUESTIONING

Questions are purposeful and used to deepen thinking and develop understanding.

7



DUAL CODING & VISUALS

Visuals, diagrams and models are used alongside words to support understanding.

8



RETRIEVAL PRACTICE & REPETITION

Key knowledge is regularly retrieved and revisited to strengthen memory and fluency.

9



POSITIVE CLIMATE FOR LEARNING

A calm, respectful and inclusive environment where every learner feels they belong.

10



SUCCESS CRITERIA & FEEDBACK

Success is clear, feedback moves learning forward and learners know how to improve.



WHY IT MATTERS



Ensures equity and consistency for all learners.



Removes barriers and builds confidence.



Develops knowledge, skills and independence.



Leads to better outcomes and lifelong learning.



EVERY LESSON.
EVERY LEARNER.
EVERY DAY.



HIGH EXPECTATIONS. EXPERT TEACHING. ADAPTIVE APPROACHES. **NO EXCUSES.**





SUPPORTING LOWER ATTAINING LEARNERS

ACROSS ALL SUBJECTS

Practical strategies to remove barriers and build independence



VISUAL TIMETABLES

9:00		English
10:00		Maths
11:00		Science
12:00		Lunch
1:00		Geography
2:00		Music

Helps learners know what is happening, in what order and what to expect.

- ✓ Reduces anxiety and supports independence.



SUCCESS CRITERIA

Success Criteria

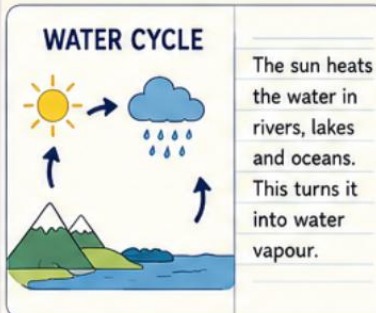
- ✓ I have included key information.
- ✓ I have used examples.
- ✓ I have checked my work.

Makes expectations clear so learners know what success looks like.

- ✓ Builds understanding and confidence.



DUAL CODING



Combines visuals and words to help learners understand and remember more.

- ✓ Improves understanding and memory.



RETRIEVAL PRACTICE

Quick Quiz

1. What is the capital of France?
2. Name the parts of the plant.
3. $7 \times 8 =$ _____



Regularly recalling information strengthens memory and builds fluency.

- ✓ Strengthens long-term retention.



REPETITION



Revisit and practise knowledge and skills until they are secure.

- ✓ Builds fluency and automaticity.



KEY MESSAGE:

Support should **reduce** thinking barriers, **not remove** thinking.



What is bullying?

This is a term often used by children and parents but rarely actually happens. One-off incidents, incident that are not targeted or incidents that have large gaps between them are not usually bullying i.e. if a child was hurt by another in Year 1 once and then again in Year 2 once - this is not bullying. Most issues at Woodlands are on-going friendship issues or one-off or irregular incidents but bullying does happen in all schools at one time or another.

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- **repeated**
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (E.g. email, social networks and instant messenger) (Gov.uk)

It often involves a real or perceived imbalance of power e.g. size, age, number of pupils

Communication

Class teachers are your first port of call.

Day-to-Day Communication - *everyday issues*

Reception to Year 2: Parents are welcome to make a quick note in the reading record

Reception to Year 4: Parents are welcome to speak briefly with teachers at the classroom door for quick queries.

Years 5 and 6: In preparation for transition to secondary school, this informal access will no longer be available. At this stage, we encourage children to develop increasing independence and resilience in managing minor issues.

Communication

Arranging Discussions - more complex matters

If you wish to discuss a more complex matter or are unable to resolve the issue with the previous action:

Please fill out a form on our website page under the 'Parent' tab to request a phone call, brief email response or meeting with the teacher.

These will be arranged at a mutually convenient time, recognising that teachers are engaged in teaching and school responsibilities throughout each day. Please allow teachers 48 hours to respond.

Communication

Ongoing Communication

We will continue to provide:

- Three parent consultation meetings each year
- Regular updates on academic progress
- End-of-year reports
- SEND and attendance meetings where appropriate
- Teacher-instigated phone calls or meetings for extra-ordinary reasons
- Emails home via Arbor to share information (These will be one-way but parents can request a meeting/call to discuss further via the on-line form)

For most families, these opportunities will provide sufficient communication regarding your child's progress and wellbeing.

If things need to be escalated, please see our webpage under 'Parents'.

‘Fairness’

See email from Mrs Lonie about selection for clubs, tournaments etc.

‘Fairness’ does not mean that every child has the exactly the same and we need to help children to understand this.

Examples:

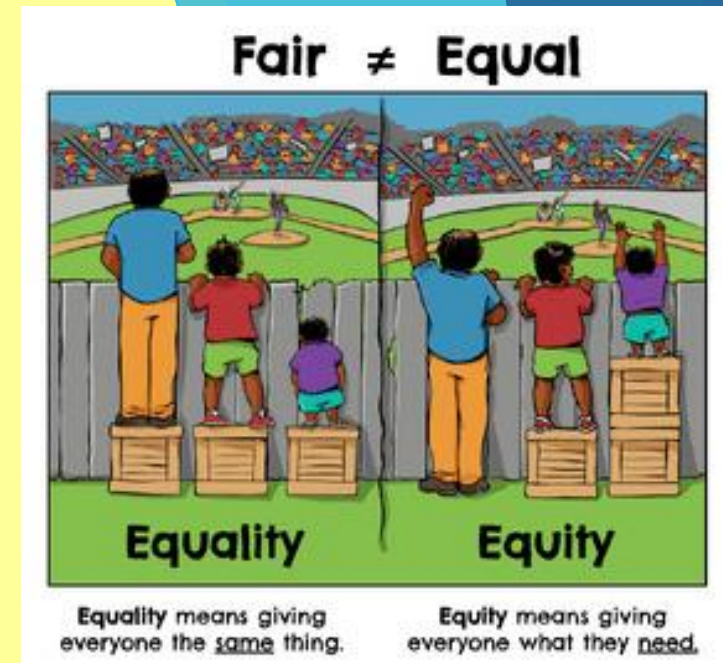
Children who struggle to learn will receive more support with learning.

Children who capture the hearts and minds of their peers, will be selected for key roles such as house captains through a vote.

Some opportunities are fair because they are open to all (inclusive/equality) e.g. football club, but others may have criteria for selection. As long as we stick to the criteria, it is still ‘fair’ e.g. trials for football, or selected on merit of behaviour or maths acumen .

Not all children will have the same amount of photos capturing school visits and events

Disappointment is a natural part of life - preparation for job interviews, unrequited love, etc.
Acknowledge, reassure and help your child to move on!



Thank you for your time.
If you have any questions, please do
not hesitate to ask 😊

