

Meet and Greet September 2023

Year 5



Park House  
English School



Mr Barlow 5E



Mrs MacKay 5H



Mr Grant 5S



Mrs Fawziyyah 5P



Miss Linara –  
Learning assistant



Mrs Yui –  
Learning assistant



Mrs Isbah –  
Learning assistant



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Our school follows English National Curriculum and EYFS curriculum, which is taught throughout the school. We study the subjects below:

- Maths
- English
- IPC (Global Citizenship, Art, Science, History and Geography)
- Music
- Computing
- PE
- Languages- Arabic/Spanish/French
- Qatar History
- PSHE
- Islamic for Muslim students



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# Year 5 - Medium Term Curriculum Map - Term 1.1 2023 - 2024



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**ENTRY POINT**

Make a cactus garden

- Shallow container with drainage hole
- Stones for drainage
- Variety of cacti
- Compost
- Coarse sand
- Pebbles for decoration

**MATHEMATICS**

Place Value:

- Count forwards or backwards in steps of 10 for any given number up to 1,000,000
- Read, write order and compare numbers to at least 100 000 and determine the value of each digit.
- Read, write order and compare numbers to at least 100 000 and determine the value of each digit.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000,100 000.
- Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

Addition and Subtraction

- Add and subtract numbers mentally with increasingly large numbers
- Add and subtract whole numbers with more than 4 digits including using formal written methods (columnar addition and subtraction)
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in context deciding which operations and methods to use and why
- Solve number problems and practical problems that involve all the above

Learning ladders objectives  
Place value 33,34,35,37,38  
Addition and subtraction 17,18,19,20

**IPC**

Science:

3.02a Be able to conduct scientific investigations posing scientific questions  
3.02b Be able to choose an appropriate way to investigate a scientific issue  
3.02c Be able to make systematic and accurate measurements from their observations  
3.02d Be able to explain and justify their predictions, investigations, findings and conclusions  
3.02e Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions

Technology:

3.06 Be able to devise and use step-by-step plans and work with a variety of tools and materials with some accuracy.

International:

3.05 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups.  
3.06 Be able to identify ways in which people work together for mutual benefit.

ICT:

App design  
Operating system

**BRAINWAVE  
(2 weeks)**

**EXISTING, ENDANGERED, EXTINCT  
(5 weeks)**

**PSHE / PERSONAL LEARNING GOALS**

Being Me in My World  
Planning the forthcoming year  
Being a citizen  
Rights and responsibilities  
Rewards and consequences.  
How behaviour affects groups  
Democracy, having a voice, participating.  
Cultural differences how they can cause conflict.  
Racism  
Rumours and name-calling  
Types of bullying  
Material wealth and happiness  
E safety

**TRIPS**

Doha Aquarium/Qatar National Museum

**ENGLISH**

**Recounts (2 Weeks)**  
**Adventure stories (3 Weeks)**

Speaking & Listening:

- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain and monitor the interest of the listener(s)
- Select and use appropriate registers for effective communication

Reading:

- Learn a wider range of poetry by heart
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Identify how language, structure and presentation contribute to meaning
- Make comparisons within and across books
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing:

- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Use a wide range of devices to build cohesion within and across paragraphs
- Use expanded noun phrases to convey complicated information concisely

**EXIT POINT**

Create a different habitat in each Year 5 classroom.

- Hot, dry desert
- Ice, igloos
- Rainforest
- Ocean

Children to discuss habitats and species we believe should be protected and saved for the future wellbeing of our earth.

Timetables – All timetables are available on teams.

These are the lessons of note for the moment.

5S – Swimming on Sunday P.E on Monday and Tuesday Library on Thursday	5P – Swimming on Sunday P.E on Monday and Wednesday Library - Monday
5E – Swimming on Sunday P.E on Tuesday and Wednesday Library on Thursday	5H - Swimming on Sunday P.E on Monday and Tuesday Library -Thursday



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**P**ERSEVERANCE  
**R**ESPONSIBILITY  
**I**NDEPENDENCE  
**D**EDICATION  
**E**NGAGEMENT



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## PRIDE:

At Park House English School, we take PRIDE in all aspects of our learning and development: PRIDE in our studies, PRIDE in our behaviour, PRIDE in our uniform, PRIDE in our environment, PRIDE in our relationships with others and PRIDE in our school.

What does PRIDE stand for?

**PERSEVERANCE:** Being resilient, even when faced with difficult or challenging circumstances.

**RESPONSIBILITY:** Taking responsibility for my learning, my attitude, my progress and my behaviour. Becoming a global citizen and being kind, caring and respectful in all I do.

**INDEPENDENCE:** Becoming a confident and independent learner. Always giving my best and taking ownership for overcoming my own difficulties and challenges.

**DEDICATION:** Knowing that developing knowledge, skills and understanding requires determination, effort and commitment to be truly successful.

**ENGAGEMENT:** Having enthusiasm, passion and a love for learning, both inside and outside of the classroom.

In Year 5, we will be putting a huge focus on our reading, and this will be done using the Accelerated Reading program. As soon as a child completes a story, they can complete the test in the morning before lessons and swap books that day. (If timings allow).

Children have been given a planner and the expectation is they should be reading daily for at least 15-20 minutes. Parents/student should be recording their reading in the planner daily with a comment and when they are in school this will be stamped by the teacher.



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**Read Write Inc.**

**Spelling**

- Spelling programme for Years 2-6
- Builds on what the children have learnt in Phonics at Key Stage 1
- Children learn the spelling rules and practice spellings weekly in context
- Children work from a spelling book with a variety of teacher led activities, paired work and independent activities
- Children will have a spelling log where they record the words they find difficult to spell that they can practice at home with an adult
- The programme teaches a variety of strategies to support the children to spell
- In class assessment built into spelling activities and teacher led

## Attendance and punctuality

Children should be in class by 7:30 for registration. Any time after this they are considered late.

The front school gate opens at 7:00 for a staggered drop off they cannot arrive before then as staff are not on duty, the side gate for EYFS and KS1 opens at 7:10. (EYFS and KS1 can come into the front gate at 7am.) they are not allowed in the building until 7:20 once the weather cools.

Pick up is at 14:10 **must** be prompt on normal schooldays and 15:00 on days when your child attends an ECA.

*(Please ensure you are on time for ECA pickups as consistently late pick ups may result in students losing their place)*



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# PE and Hygiene

With the weather still being very humid and hot, please encourage your child to be mindful of their personal hygiene during PE days. Children can bring a small roll on deodorant and wet wipes in their bags to freshen up after their lesson, if they wish to do so.

Swimming day – Wear P.E kit, bring a towel, flip flops and swimming costumes. Roll on deodorant also allowed to freshen up.



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## Use of TEAMs

- Messages about the year group as well as pictures are posted via TEAMs.
- Homework is sent via TEAMs.
- Children should submit all homework through TEAMs.
- Children should not be in communication with each other socially via TEAMs.



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# Homework

Maths, English and IPC will be sent back weekly. Additional Maths problems will be sent along with homework for those who want a challenge activity. Children are encouraged to log onto Times Tables Rock Stars daily for 15 minutes.

Accelerated reading should be a daily activity completed along with an adult or older sibling.



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# Assessments

We are always assessing the children through AfL but below outlines year group expectations. Arabic and Islamic exams have schedules that are sent out before any testing – this is dictated by the ministry.

Key Stage	Year	End of year assessments	Age
EYFS	Nursery	Internal school moderation, Baseline testing	3 - 4
	Reception		4 - 5
KS1	Year 1		Internal school assessments, GL Assessments (Maths and English)
	Year 2	6 - 7	
KS2	Year 3	7 - 8	
	Year 4	8 - 9	
	Year 5	9 - 10	
	Year 6	10 - 11	



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# Reporting

## Meet the Teacher evening (September)

Three reports per year (December/March/June)

1st report simple settling report

2nd report in depth report with targets

3rd report summary simple report

Three parent evenings (December/March/June) all completed online



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# Your children's learning

Entry and Exit points

Open afternoons

Trips and visitors



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# Reminders

Do please ensure that your child has two drinks – carried in a non-breakable container. Glass bottles and cans are not suitable. Sensible food should be provided – no chocolate or sweets. We suggest a sandwich and a piece of fruit. All lunch boxes should be clearly marked.

**We have a NO NUT policy at school so please ensure all items are nut free including cereal bars, this also includes Nutella.**



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# Reminders

No telephones, ipads, iwatches  
or other electronic items



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## Celebrations

We wish to share birthdays with our children. However, we do have a number of children with severe food allergies.

No food will be given out by teachers.

Individual party bags can be sent in but will only be given at the end of the day.



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# Communication

First point of contact is the class teacher through email not via TEAMS:

[owen.grant@parkhouseschool.com](mailto:owen.grant@parkhouseschool.com)

[info@parkhouseschool.com](mailto:info@parkhouseschool.com)

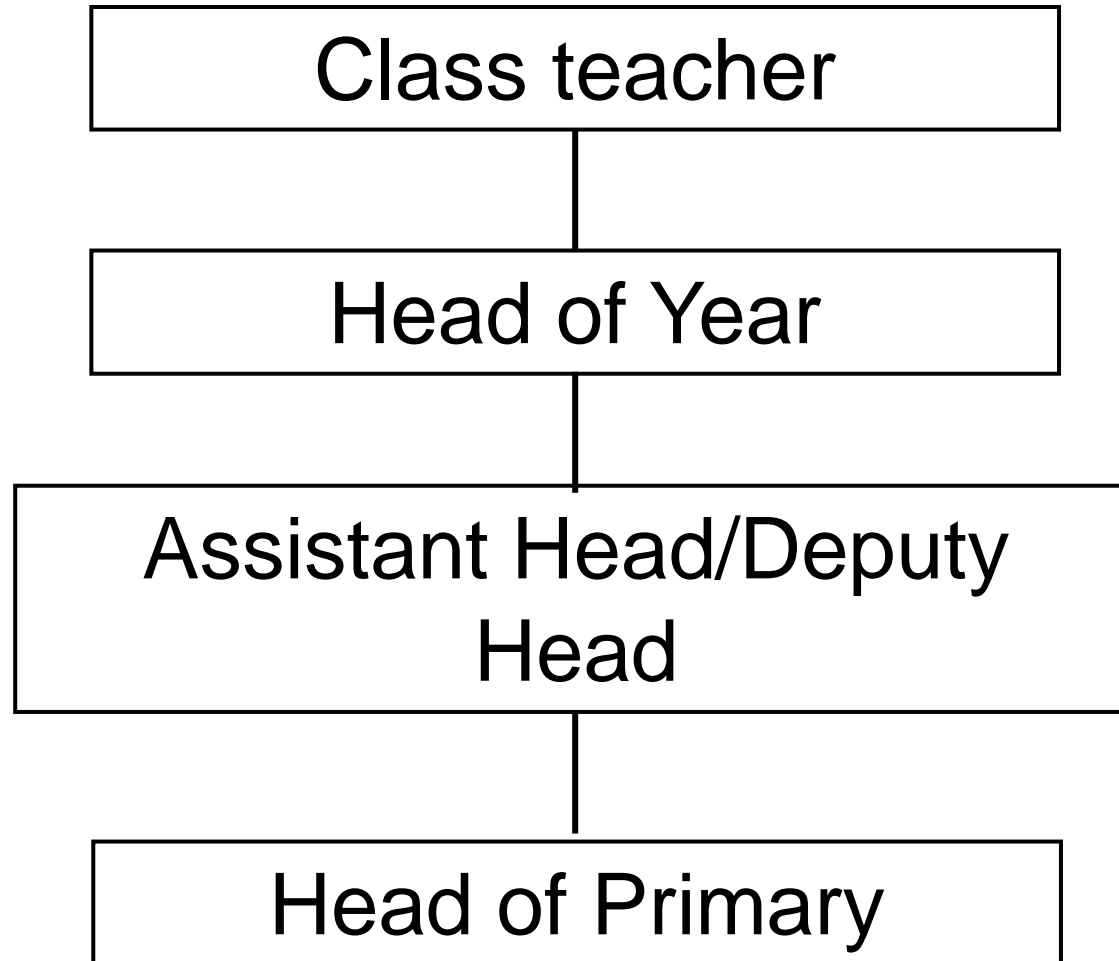
We do not give out telephone numbers and staff are not to engage in WhatsApp groups, this includes with the class reps. You can email teachers in the same way. Mrs Hilton is holding a meeting with class reps about these expectations.

Teachers respond within 48 hours. No emails will be sent on weekends or after 3pm.



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# Communication



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# Communication

## Social media platforms at Park House:

Facebook

Twitter

Instagram

Our school website has information on everything school related.



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# PHES Designated Safeguard Leads and Deputy Safeguard Leads

**SAFEGUARDING AT PARK HOUSE**

**WE ARE HERE TO HELP.**  
**WE ARE HERE TO LISTEN.**

**Natasha Hilton**  
Head of Primary

**Rebecca Saunders**  
Head of Secondary

The people in these pictures are here to help you. If you have a worry or concern about anything, be it about yourself, a friend or something at home, they are here to listen.

**Anna Stuart**  
Primary Deputy Head

**Claire Sharkey**  
EA to Principal

**Caroline Awad**  
MoEHE Coordinator

**Michael MacDonald**  
Secondary Assistant Head

**Olivia Mason**  
Secondary Assistant Head

**Kerry Walton**  
Secondary Assistant Head



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Any concerns please  
contact: [safeguarding@parkhouseschool.com](mailto:safeguarding@parkhouseschool.com) or you can complete a  
written sheet obtained from Caroline at the reception desk.



New Primary Handbook with all info here.



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# Questions?