

Meet and Greet September 2024

Year 5



Park House
English School



Mr Mohammad
5E Class Teacher



Mr Grant
Head of Year 5
5S Class Teacher



Mrs Isbah
Learning Assistant
5E & 5S



Mrs Bakewell
5H Class Teacher



Mrs Fawziyyah
5P Class teacher



Mrs Yui
Learning Assistant
5P & 5H



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Other members of staff you need to know



Mrs Hilton
Head of Primary



Mrs Johnson
Assistant Head- Inclusion



Mrs Stuart
Primary Deputy Head



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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
- Phonics
- IPC (Global Citizenship, Art, History and Geography)
- Science- this is a change this year to separate from IPC
- Music
- Computing through all subjects
- PE
- Languages- Arabic, French and Spanish
- Qatar History
- PSHE
- Islamic for Muslim students



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Curriculum Maps



Year 5 - PHES Medium Term Curriculum Map - Term 1.1 2024-2025



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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

ENGLISH

Myths and legends

- use a thesaurus.
- choosing which shape of a letter to use when given choices and deciding whether to join specific letters.
- choosing the writing implement that is best suited for a task.
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- using a wide range of devices to build cohesion within and across paragraphs.
- ensuring the consistent and correct use of tense throughout a piece of writing
- using passive verbs to affect the presentation of information in a sentence.

Playscripts

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- using semi-colons, colons or dashes to mark boundaries between independent clauses.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

IPC

International

Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups.

Be able to identify ways in which people work together for mutual benefit.

Technology

Be able to gather and use information to suggest solutions to problems.

Be able to devise and use step-by-step plans.

Be able to work with a variety of tools and materials with some accuracy.

Art

Be able to select materials and techniques to communicate an idea and evaluate their level of success

Be able to interpret the meaning behind artwork, giving reasons for their opinions

Be able to create an original artwork to serve a self-selected purpose choosing from a range of given media

MATHEMATICS

Place Value

- Count forwards or backwards in steps of powers 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

TOPIC – The Mayans

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
ES77 - E safety

Science

Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
Use a range of scientific equipment to make systematic and careful observations
Make predictions based on scientific knowledge
Ask scientific questions and begin to understand which questions would be best suited to each enquiry type

EXIT POINT

To show off Mayan masks to the parents along with other project work.

TRIPS



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PRIDE

Perseverance



Responsibility



Independence



Dedication



Engagement



PRIDE



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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.



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In Year 5 we use Accelerated Reading to track and monitor our student's progress and reading frequency. Books can be completed and swapped any day of the week during the registration period and library slots.

Children have been given a planner and the expectation is they should be reading daily for 15-30 min.

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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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 for now they will start their day before 7:20 in the auditorium.

Pick up is at 14:10 **must** be prompt



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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.
- Parents should not message parents via TEAMS emails should be sent.

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 Timestables Rockstar daily for 15 minutes. Accelerated reading should be a daily activity completed along with an adult or older sibling. Please Summit before 8pm Wednesday deadline.



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Assessments

We are always assessing the children through AfL but below outlines year group expectations. Arabic, Islamic and Qatar History 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
	Year 1		5 - 6
KS1	Year 2	Internal school assessments, GL Assessments (Maths and English)	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 (today)

Three reports per year (November/February/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 – Parents are invited in
- Open afternoons
- Assemblies
- Trips and visitors



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Inclusion Department



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- **Accessing Learning Challenges:**

- Despite class support, some students face difficulties in class.
- Inclusion Teams step in for additional assessments and support.

- **Collaborative Approach:**

- Parental support and collaboration are integral to student success.
- We value parents as key partners in their child's educational journey.

- **Transparent Communication:**

- Regular updates on student progress are provided.
- Parents are invited to participate in review meetings to discuss their child's development and next steps.



Reminders

No telephones, iPads, iWatches
or other electronic or expensive items.

If there is a reason your child is bringing a device this MUST be communicated with the class teacher. Policies and agreements with expectations are then shared with the parent-
The school does not take any responsibility for children's personal items.



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Reminders

Do please ensure that your child has a **refillable water bottle**. Glass bottles and cans are not suitable. Sensible food should be provided – no chocolate or sweets. 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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Communication

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

owen.grant@parkhouseschool.com

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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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.



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Class Representative

Every class has a class rep, who sets up a what's app group and communicates with the teachers about whole class matters.

This is not for individual child concerns and not concerns- these you must email the class teacher.

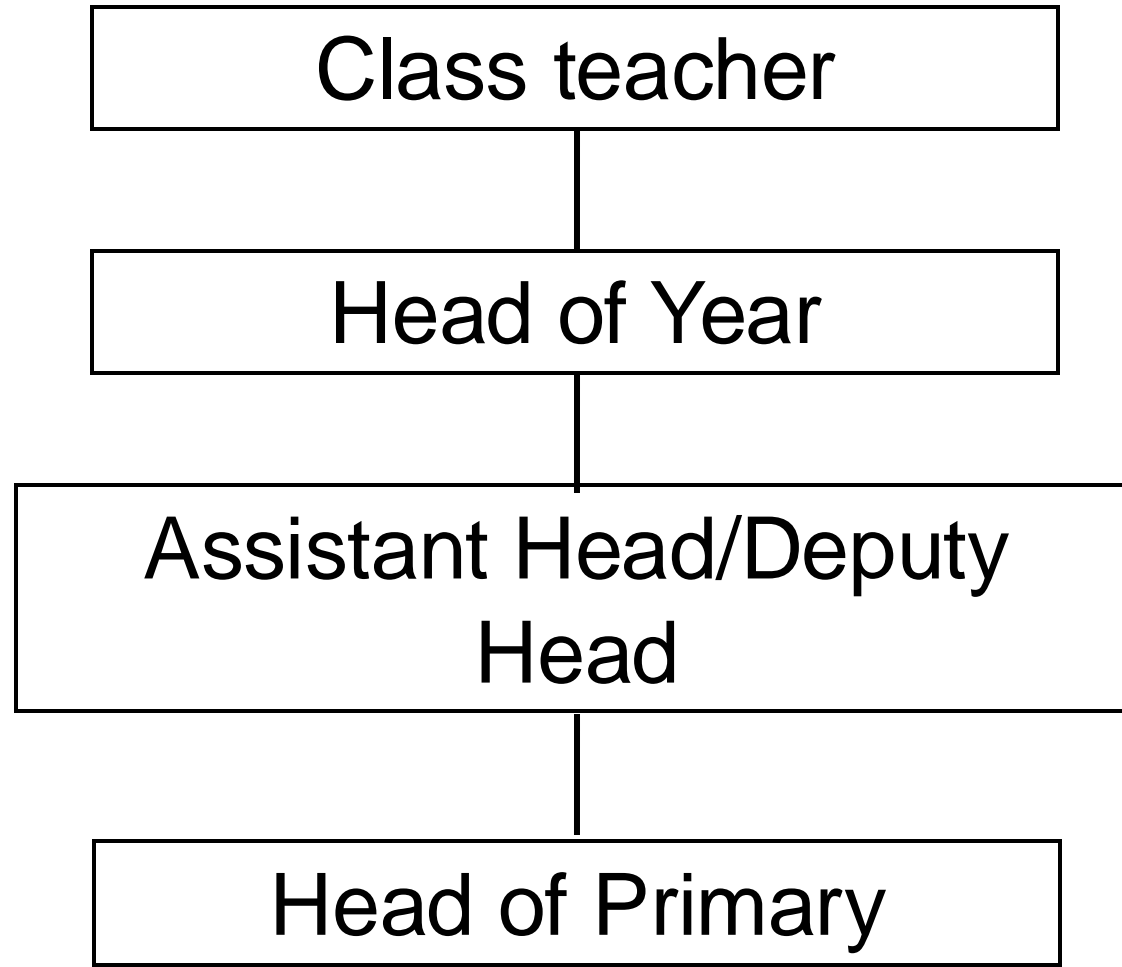
Who is our class rep?



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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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New Primary Handbook with all info here.




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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


Chris Perry
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


Jack McGuire
Secondary Assistant Head


Kerry Walton
Secondary Assistant Head

SAFEGUARDING AT PARK HOUSE 
WE ARE HERE TO HELP.
WE ARE HERE TO LISTEN.



**Training
for
parents
will take
place
soon!**

**Any concerns please contact:
safeguarding@parkhouseschool.com or you
can
complete a written sheet from Sandy at the**



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Questions?