



Dereham
Church Of England
Junior Academy

Welcome Meeting
Year 5



1. Meet the staff
2. Communicating with us
3. Behaviour Expectations
4. Mental Health and Resilience
5. A brief overview of learning
6. SEND
7. Homework Expectations
8. How to help your child at home
9. Friends!

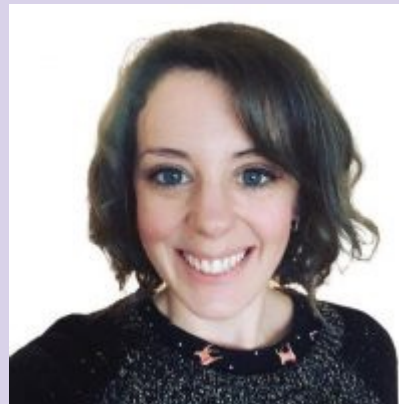
Meet the staff



Mrs Scott
Headteacher



Mr Dack
Deputy Head



Mrs Carter
SENCo



Mrs Peek
Pastoral Worker

Wilberforce



Mrs Dack
Class teacher/
Year Leader



Mrs Utting
HLTA

Naidu



Mrs Bodiam
Class teacher



Mrs Postle
TA

Pankhurst



Mrs Chadwick

Class teacher

(Monday - Wednesday)



Mrs Hook

Class teacher

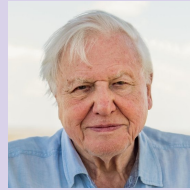
(Thursday & Friday)



Mrs Sutton

TA

Attenborough



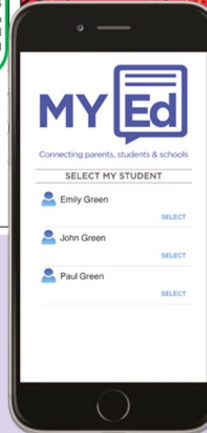
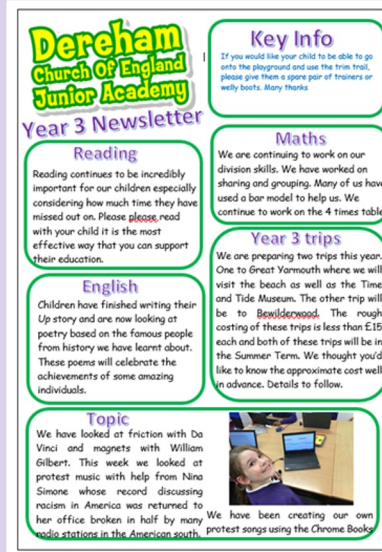
Miss Joy
Class teacher



Miss Hammond
TA

Communication from us

- Newsletters
- Letters/emails
- MyEd
- Postcards
- Facebook
- Phone calls
- Speaking at pick up times



How to communicate with us:

- Phone/email/visit the office
- MyEd
- Adults on the front/back gate every morning who can relay a message.

Behaviour

Be respectful

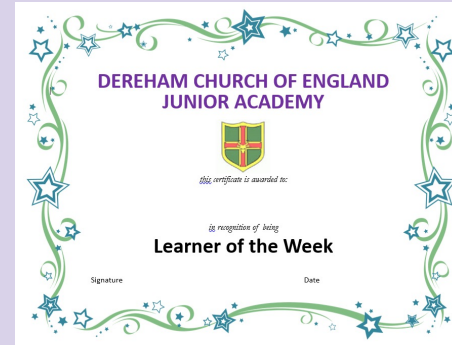
Be safe

Be ready

Logical Consequences

A Focus on the Positives!

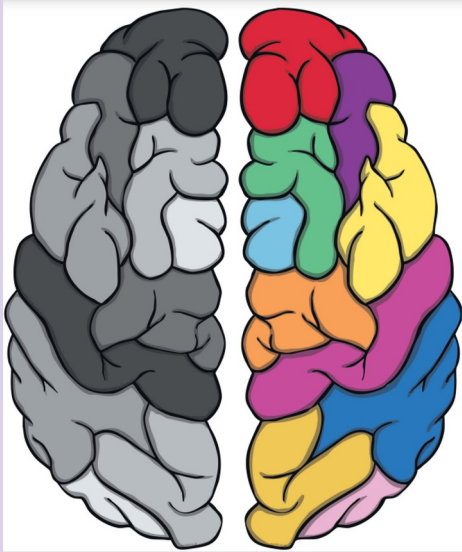
- Positive relationships
- Recognition board
- Positive postcards
- Golden tickets
- Learner of the week
- House points
- ‘Wow Wall’



Mental Health and Wellbeing

- We have RSHE lessons which all contain slides and a chance to talk about mental health
- A children's wellbeing/mental health group
- Pastoral workers
- Staff who are supportive of children
- Worry boxes in each class
- Open classroom

Resilience!



Timetable

	8:55 - 10:30		10:30 - 10:45	10:45 - 12:15	12:15 - 1:15	1:15 - 3:17	
Monday	Reading Masters	English		Maths		Spelling/ Topic /CW	
Tuesday	Reading Masters - WD	English		handwriting/ Maths		Spelling/ Topic /CW	
Wednesday	Grammar	French		Maths		PE (Outdoor)	Mini Maths
Thursday	Reading Masters - TC	English		handwriting/ Maths		PE (Indoor)	Computing or RSHE
Friday	Reading Masters - VV	English		Maths		Spelling/ Topic /CW/LoW	

Summer term – Ukulele sessions

Topics

INTERGALACTIC INVESTIGATORS Science, Computing, Music and Art		POSITIVE POTIONS Science and Music	
LET BATTLE COMMENCE History and DT		A JOURNEY THROUGH FRANCE Geography, Art and DT	
EARTHQUAKES AND TSUNAMIS DT, Geography, Science, Music and Art		WHAT WAS THE GREATEST LEGACY OF THE ANCIENT GREEKS? History, Art and Computing	
LIFECYCLES AND FIELDWORK - Geography, Science and Art			
RE WEEK 1 - What message did the angles bring?	RE WEEK 2 - What does it mean for a Christian to have a relationship with Jesus?	RE WEEK 3 - Why is it important for Jews to meet together?	RE WEEK 4 - Is it fair?

Trips/Visitors

- Planetarium
- West Stow
- Wellspring Church/Salvation Army
- Ancient Greek Workshop
- Norwich Synagogue
- Natural History Museum, London
- Norfolk Broads Trip

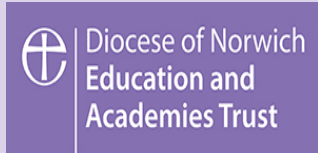


SEN

- **SENCo-**
Who is this? What is their role?
- **SEN support-**
What does this look like?
- **Contacts-**
Who do I speak to if I have any concerns?



SEN



Mrs Carter is our school SENCo.

Her role is to oversee all pupils identified as having SEN and ensure that they are supported with their learning.



What is the SEND Record?

This is a list of all the children at our school who have Special Educational Needs (SEN) and/or disability. These children are monitored carefully to make sure they are receiving relevant and effective provision that is additional to current whole class support.

Why might my child be on the SEND record?

Any child on the SEND record has been identified as having additional needs; this could be due to difficulties in a particular area and/or sustained barriers to learning. A child is identified as having additional needs following discussions with class teacher, frequent observations of the child, tracking of assessments and a review of the impact of current support strategies.

THEY WILL NOT BE ADDED WITHOUT YOUR KNOWLEDGE/ PERMISSION!



What does this mean for my child?

If your child is on the SEND register, they will start to receive help that is different from or additional to whole class provision. Staff at the school will work together to make sure support is in place for your child that meets their individual needs and enables them to access learning at an appropriate level.

Your child will be part of a cycle known as ‘Assess, Plan, Do, Review’



What provision is in place for our pupils with SEN?

SEN Area Of Need	TEACHER TWEAKS	RESOURCES	INTERVENTIONS	KEEP MONITORING	EXTERNAL AGENCIES
	Wave 1: Universal entitlement/ High Quality teaching			Autumn Spring Summer	
		Wave 2: Specific, additional and time-limited interventions Wave 3: Targeted provision/ Highly tailored interventions			
Cognition and Learning	<ul style="list-style-type: none"> Differentiated curriculum planning through outcomes and activities SEN teacher toolkit guides Working walls/ modelling In class support from TAs Small guided group & pair work Clear & explicit objectives 	<p>Dyslexia friendly tools:</p> <ul style="list-style-type: none"> Use of alternative methods of recording as required, including technological devices such as laptops & voice memo coloured IWB screens appropriate font & sizing reading windows writing frames Barrington Stoke dictionaries Talking tins Visual aids Word mats Task planners <p>Dyscalculia friendly tools/ use of concrete materials:</p> <ul style="list-style-type: none"> Denes Blocks number lines multiplication grids 	<ul style="list-style-type: none"> PiXL therapies TT Rockstars Number stacks programme Number sense Plus 1 Maths Numicon Precision teaching Booster groups in all year groups- Literacy/ Maths Spelling shed Small Read, Write Inc groups in Years 3 & 4 Fresh start RWI in Years 5 & 6 SNIP/ HFW spelling programme Pre-teach sessions of core skills Early reading/ Essex phonological awareness activities 1:1 reading Small group adapted Reading masters Working memory small group activities 	<ul style="list-style-type: none"> One page profile targets 7Cs Salford Reading assessment Single word spelling test High frequency word screener Sandwell Numeracy assessment Use of NAPs tracker PiXL assessments Books Pupil voice Observations INDES 	<p>School2School</p> <p>SENCo assessments</p> <p>Educational Psychologist</p> <p>Advisory Learning Support Teacher</p> <p>Learning and Cognition SRB outreach/ placement</p> <p>Dyslexia outreach</p> <p>Access Through technology</p>

Part of this process includes a termly one page profile:

My One Page Profile:

Insert Picture here

Enter name here

Dereham Church Of England Junior Academy

What people appreciate about me (my strengths): What is important to me:

My Targets:

1.

This links to the following 7C:

At the moment, I think I'm:	1	2	3	4	5
My teacher thinks I'm:	1	2	3	4	5

Strategies to support me with this:

2.

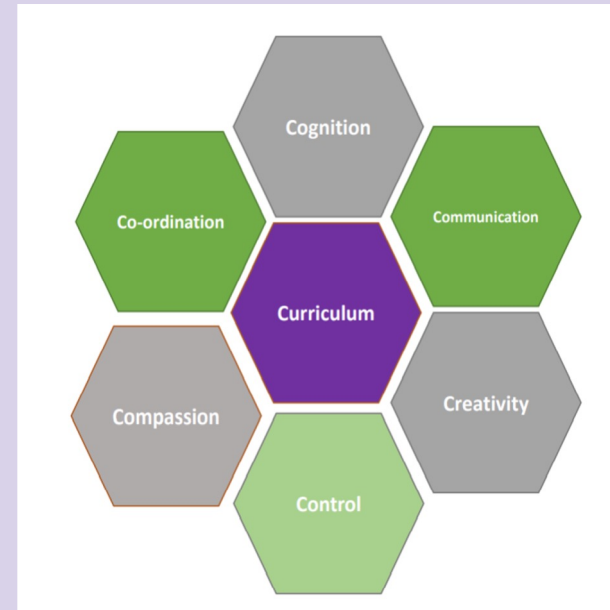
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Strategies to support me with this:

3.

We use the 7Cs to help us unpick each child's individual difficulties:



Who to contact?

Class teacher

SENCo- Mon to Wed

Visit our website:

<https://www.derehamjunior.dneat.org/inclusion-sen-special-educational-needs-disabilities/>

Homework Expectations

Year 5 (per week) =

- **Minimum** of 4 x 15 min reading sessions
- **Minimum** of 30 min sessions on TT Rockstars/Numbots
- **Minimum** of 30 min sessions on Spelling Shed



How can you help your child at home?

- Read with/to them
- Ask about their day and encourage them to explain things they have learnt to you
- Ensure they complete their homework each week (this will help their learning in class)

INTERGALACTIC INVESTIGATORS

Phase One - What planets make up the Solar System?

You will begin by learning how humans have gained a greater understanding of the **Solar System**. After comparing the **Geocentric** and **Heliocentric** models, you will create a **database** to demonstrate important facts about the eight planets.



Having appraised 'The Planets' by the composer Gustav Holst and learned the **musical terminology** and **notations** used on Earth, you will compose your own rhythms based on your home planet.

semibreve		whole note - four beats
minim		half note - two beats
crotchet		quarter note - one beat
quaver		eighth note - half beat
quavers		sixteenth notes - half beats

Phase Two - What forces are there?

The second part of your mission will involve taking a closer look at planet Earth and learning about different forces.

Forces can make things move, change their speed, or change their shape.

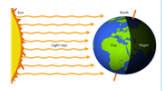
During this phase, you will 'PLAN, DO and REVIEW' different experiments looking at **gravity**, **air resistance** and **water resistance**.



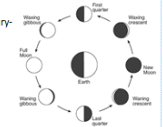
Your home planet has sent you on a mission to travel to the Milky Way to explore the Solar System that contains planet Earth. You will complete daily logs in order to report back to your superiors. Your goal will be to produce a **multimedia presentation** of your key findings to send back home.

Phase Three - What relationships are there between the Sun, Moon and Earth?

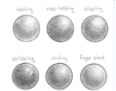
Here, you will learn that the Earth is a sphere which spins round and round (**rotates**) as it travels around (**orbits**) the Sun. One side of the Earth faces the Sun while the other faces away into space. **This is what causes day and night.**



You will also learn that as the **Moon orbits Earth**, its varying position means that the Sun lights up different regions, creating the illusion that the Moon is changing shape over time.



Having observed the Moon, you will learn techniques to create different **tones** and **texture** using the medium of pencil drawing in order to produce your own sketch of the Moon.



Phase Four - How do you create a multimedia presentation?

Finally, you will produce **multimedia presentation** (a type of presentation that uses several different forms of communication to get the message across). You will learn how to create hyperlinks, transitions, inset audio and other forms of media.

Friends!