



PIRTON SCHOOL  
WELCOME TO OWLS

Year 5 and 6

## STAFFING

Miss McDonald - Monday, Tuesday, Wednesday AM, Thursday

Mrs Shaw - Friday

Mrs Henley- Wednesday PM



# CURRICULUM – THE EXCITING BIT!



## Owls Autumn term projects

Driver project	 Dynamic Dynasties History	
Science	 Forces and Mechanisms	 Earth and Space
Art and design	 Tints, Tones and Shades	 Taotie
Design and technology	 Moving Mechanisms	
Geography	 Investigating our World	

# TERM DATES

## Autumn Term 2023

Friday 1 <sup>st</sup> September 2023	INSET – School closed to pupils
Monday 4 <sup>th</sup> September 2023	Term starts
Friday 20 <sup>th</sup> October 2023	Term ends at 3.15pm (usual time)
Monday 23 <sup>rd</sup> - Friday 27 <sup>th</sup> October 2023	Half term holiday
Friday 24 <sup>th</sup> November 2023	Occasional Day - School closed to pupils
Wednesday 20 <sup>th</sup> December 2023	Term ends at 1.30pm

## Spring Term 2024

Thursday 4 <sup>th</sup> January 2024	INSET – School closed to pupils
Friday 5 <sup>th</sup> January 2024	INSET – School closed to pupils
Monday 8 <sup>th</sup> January 2024	Term starts
Friday 16 <sup>th</sup> February 2024	Term ends at 3.15pm (usual time)
Monday 19 <sup>th</sup> - Friday 23 <sup>rd</sup> February 2024	Half term holiday
Thursday 28 <sup>th</sup> March 2024	Term ends at 1.30pm

## Summer Term 2024

Monday 15 <sup>th</sup> April 2024	Term starts
Monday 6 <sup>th</sup> May 2024	Bank holiday
Friday 24 <sup>th</sup> May 2024	Term ends at 3.15pm (usual time)
Monday 27 <sup>th</sup> - Friday 31 <sup>st</sup> May 2024	Half term holiday
Friday 19 <sup>th</sup> July 2024	Term ends at 1.30pm
Monday 22 <sup>nd</sup> July 2024	INSET – School closed to pupils
Tuesday 23 <sup>rd</sup> July 2024	INSET – School closed to pupils



# ATTENDANCE MATTERS!

Whilst children are unwell from time to time, we ask that you avoid other absences, especially for day trips and holidays. We urge you NOT to take your child out of school for holidays; these absences are always unauthorized and could result in a fixed penalty notice being issued for non-attendance. **The minimum expectation for attendance is 95%**, anything below this level is considered a concern. Thank you for your cooperation.

0 days absence	190 days in school	100% attendance
10 days absence	180 days in school	95% attendance
19 days absence	171 days in school	90% attendance
29 days absence	161 days in school	85% attendance
38 days absence	152 days in school	80% attendance
47 days absence	143 days in school	75% attendance

Attendance	Days absence	Weeks absence	Hours missed
95%	9 days	2 weeks	59 hours
90%	19 days	4 weeks	124 hours
85%	29 days	6 weeks	189 hours
80%	38 days	8 weeks	247 hours
75%	48 days	10 weeks	312 hours
70%	57 days	11.5 weeks	371 hours
65%	67 days	13.5 weeks	436 hours



# UNIFORM

## **Hair**

Long hair needs to be tied back and no extreme haircuts. Hair bands and scrunchies should be simple and in the school colours.

## **Make up and jewellery**

Nail varnish and make up are not allowed. Stud earrings but these need to be removed on PE days or covered with tape.

## **Footwear**

Black shoes or plain black trainers with no logos or colour. These must be entirely black. Boots are not allowed.

All children will need a pair of trainers for outside PE.

# PE KITS

Children's indoor and outdoor PE kits need to be school each day.

Watches/ earrings need to be removed.

## **Indoor PE lessons**

A blue PE t-shirt with house colour/a sky blue t shirt (this needs to be a change of top)  
Blue/black shorts

## **Outdoor PE lessons**

A blue PE t-shirt with house colour  
Blue/black shorts or jogging bottoms (no leggings)  
A navy blue jumper or fleece  
Trainers



# HOME LEARNING

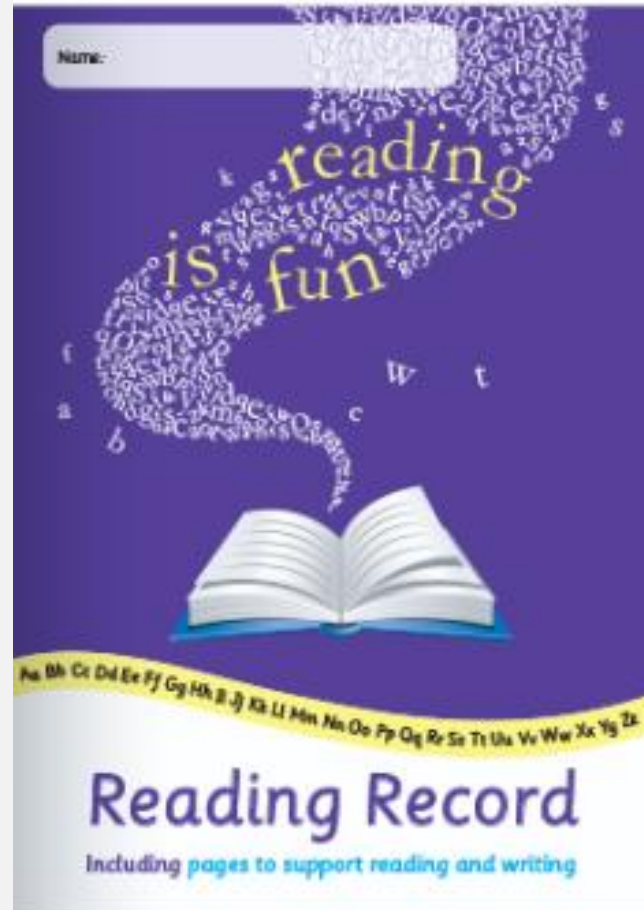
	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Reading	Reading ideally daily and at least four times a week (see Reading Policy with Parent Partnership for further details)						
						Reading skills worksheet including comprehension	
Speaking and Listening	Over the school year, each child will be asked to give a presentation to their peers. These will start after October half term. These presentations will be shared in a weekly assembly to the child's class. In the first half term we will model and teach the skills to support children to prepare these presentations. The audience will be expected to listen and ask relevant questions.						
Maths	Practical Maths activity linked to learning in class  (large scrapbook provided for informal recording)	Maths activity linked to learning in class eg. number bonds/number investigations  (large scrapbook provided for informal recording)	Maths activity linked to learning in class eg. number bonds/number investigations	Times Tables Rock Stars ideally daily and at least three times per week			
				Maths worksheet		Reasoning style questions worksheet	
Phonics/Spelling	Phonics/Spelling Game linked to learning in class  (large scrapbook provided for informal recording)	Phonics/Spelling Activity linked to learning in class  (large scrapbook provided for informal recording)	Spellings to be practised and tested linked to a spelling/ phonics pattern that has been taught.	Spellings to be practised linked to a taught spelling unit and tested.			
				Differentiated Spelling, Punctuation and Grammar worksheet			



## READING – PARENT PARTNERSHIP

1. Build reading into your child's daily routine: read every day.
2. Be a great reading partner with your child!
3. Bring books everywhere.
4. Be enthusiastic!
5. Use technology together.

# READING RECORDS



**Children who would benefit from further phonic support may have a Reading Record with Phonics Log to support them.**

## GUIDANCE FOR READING RECORDS

We ask that parents to make at least three entries a week, however we encourage children to read daily at home.

Older children are encouraged to **record in their own reading records** but we expect **all children to read to adults** regardless of their reading ability or age.

In addition, we encourage other books and texts to be read to and by children for example books at home, comics, recipes, leaflets, poems.

All children also have access, at least fortnightly, to a library where they can choose a book for pleasure. The reading for pleasure book may need to be read to the child.

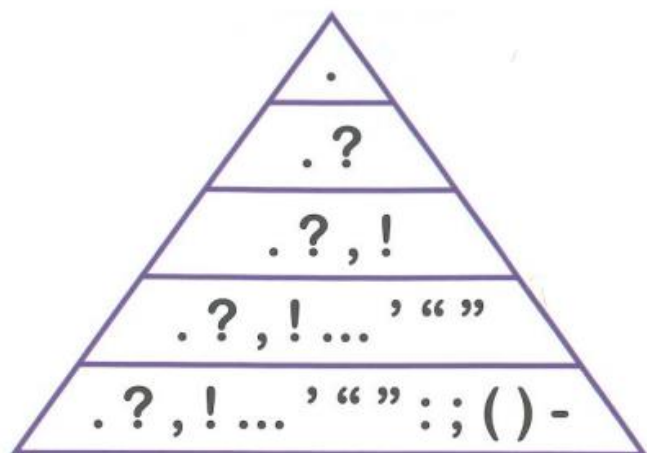
As children begin to read longer chapter books, we will encourage them to change their own books as and when they are ready to do so.

## National Curriculum Word List for Years 5-6

You are expected to know these words by the end of Year 6. Tick ✓ each word when you know the meaning M and when you know the spelling Sp.

accommodate	M Sp	correspond	M Sp	identity	M Sp	queue	M Sp
accompany	M Sp	criticise	M Sp	immediate(ly)	M Sp	recognise	M Sp
according	M Sp	curiosity	M Sp	individual	M Sp	recommend	M Sp
achieve	M Sp	definite	M Sp	interfere	M Sp	relevant	M Sp
aggressive	M Sp	desperate	M Sp	interrupt	M Sp	restaurant	M Sp
amateur	M Sp	determined	M Sp	language	M Sp	rhyme	M Sp
ancient	M Sp	develop	M Sp	leisure	M Sp	rhythm	M Sp

### Punctuation



## Questions About Your Book

Try asking yourself some of these questions to check that you are understanding what you are reading.

### Before you start

- Why did you choose this book?
- What do you think will happen in the story?
- If this is a non-fiction book, what do you hope to find out?

### Halfway through

- What has happened so far?
- Who are the main characters?
- How do you think the main characters are feeling now?
- How would you describe the story so far?  
(For example it could be funny or exciting.)



## The Building Blocks of Sentences

### Modal Verbs

**Modal verbs** are words like: will, would, can, could, should, might and must. They change the meaning of other verbs.

**Examples:** You should help your mother. We must follow the directions.

### Conjunctions

**Conjunctions** usually connect words or clauses together inside a sentence.

**Examples:** and, but, or, when, because, although, if

Dave and his friend went outside.

They couldn't get to school because the snow was too deep.



### Adverbs

**Adverbs** usually tell us information about 'how', 'when', 'where' or 'how much'. They can be used with verbs, adjectives or other adverbs.

**Examples:** He shouted loudly. The game was really exciting. She ran very quickly.

## GUIDANCE FOR READING RECORDS

Anyone writing in the Reading Record needs to include the name of the text and the pages that were read.

Adults in school will always write in green pen.

Children can give their book a mark out of 10 and explain why they have given this score.

Filling in the word boxes at the bottom of the pages will greatly support your child's reading development. These consist of:

- Tricky words, or words to practise
- Tricky words, or new words I have learned

## COMMENTS YOU COULD WRITE IN THE READING RECORDS

- Jack used evidence from the text to give his impression of the character.
  - Jack read this book/page with expression and meaning.
- We talked about the meaning of the word \_\_\_\_\_ and Jack gave some examples of synonyms and antonyms.
- Jack made a link between the themes of this text and \_\_\_\_\_.
- Jack discussed why he felt the author presented the information on this page in this way.

# CHANGES TO SCHOOL DINNERS

- Cashless catering system called School Grid.
- Parents and carers will be asked to order their child's school meal at home.
- If you do not have access to the internet, we can order **with you** at the start of each half term.
- Children to select their name on the touch screen when collecting lunch.
- Dietary needs shared directly with the kitchen.
- For those children who are in receipt of free school meals, the allowance will be added to their account and they can order in exactly the same way.



## SECONDARY SCHOOL (YEAR 6 ONLY)

- School open events- virtual/ open tours
  - Websites
  - Application process
  - Appeal process
  - Transition
  - Secondary school readiness
- 
- Deadline to apply for a secondary school place
  - National allocation day

# COMMUNICATION

For the Autumn Term, an adult will be on the playground each morning to collect any messages. The planned pattern is:

Mondays – Mrs. Magdeburg

Tuesdays – Mrs Magdeburg

Wednesdays – Mrs. Cruise and Miss Orviss

Thursdays – Mrs. Hulme

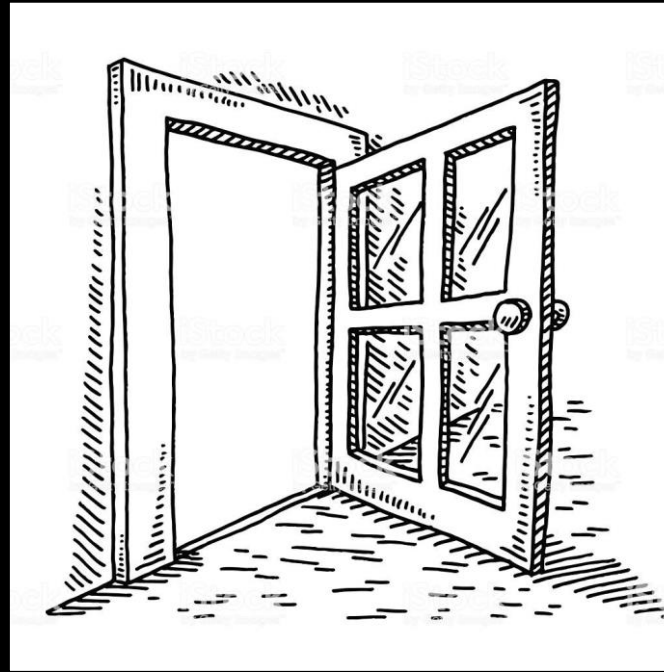
Fridays – Miss McDonald and Mrs. L Bailey (SENCO)



Alternatively, an email can be sent to the office [admin@pirton.herts.sch.uk](mailto:admin@pirton.herts.sch.uk) account, or a conversation can be held after school.



# OPEN DOOR COMMUNICATION



# QUESTIONS?

Thank you for joining us today.

