

# Barnfields Primary School

## Year 5



Barnfields Primary School

### SCHOOL VISION:

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At Barnfields, **academic excellence** runs alongside **sporting and artistic excellence**. The whole child is nurtured as **positive wellbeing** is encouraged and supported, enabling them to make **outstanding progress** across the curriculum. This learning is underpinned by **strong values** that encourage and guide the children through the rest of their academic journey and as **citizens of the future**.

**Responsibility Reflection Positivity Resilience Respect**

# Meet the Teachers

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**Mrs Crosland-Nash**  
Year 5 Teacher &  
UKS2 Phase Leader



**Miss Moorcroft**  
Year 5 Teacher



**Mrs Sutton**  
Year 5 Teaching  
Assistant



**Mrs Whittaker**  
Sports Coach

# Year 5 Timings of the Day

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Start of the day - Gate opens at **8:40am** and closes at **8:50am**. **Year 5 will enter through the main school gate behind the Co-Op.** Please help us start promptly by ensuring your child arrives at school on time. Learning begins promptly at 8:50am.

Break time - **10:40am – 10:55am**

Lunch time - **12:00pm – 12:55pm**

End of the day – Children will be dismissed from the **bottom school gate, by woodlands extra**, at **3:20pm**.

**With parental permission, children in Year 5 & 6 are able to walk home independently. Permission slips must be returned to your child's class teacher.**

# The Importance of Attendance

Regular school attendance is the key to enabling children and young people to **maximise the educational opportunities** available to them and become **emotionally resilient, confident and competent** adults who are able to **realise their full potential and make a positive contribution to their community**. Promoting excellent attendance is the responsibility of the whole school community.

Attendance during the school year	Number of days absent	Number of weeks absent	Number of lessons missed
90%	19 days	4 weeks	95
80%	38 days	8 weeks	190
70%	57 days	11.5 weeks	285

96% - 100% <b>WELL DONE - THIS IS EXCELLENT!</b>	<b>YELLOW GROUP</b> 90% - 95.9% <b>LOW ATTENDANCE</b>	<b>RED GROUP</b> Less than 90% <b>PERSISTENT ABSENCE PUPIL</b>
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# Provisional Dates

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**Tuesday 2<sup>nd</sup> September** – Autumn Term 1 begins

**Wednesday 22<sup>nd</sup> and Thursday 23<sup>rd</sup> October** – Parents' Evening

**Wednesday 11<sup>th</sup> and Thursday 12<sup>th</sup> February** – Parents' Evening

**Tuesday 5<sup>th</sup> May** – Laches Wood Trip

**Information regarding key dates can be found on the school calendar on website which is updated regularly (under Parent News).**

**Any other School Trips – TBC in September**

# Contact with School Staff

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If you need to contact us, email the school office at [office@barnfields.staffs.sch.uk](mailto:office@barnfields.staffs.sch.uk). Your email will be acknowledged and actioned, with a response back within 48 hours.

For urgent messages, please contact the school office, who will inform the necessary staff immediately.

Alternatively, you may speak with us at the end of the school day during pick up.

The Senior Leadership Team open the gates each morning and are available should you require assistance at the start of the day.

For safeguarding purposes, if your child is going home with another child or family, please ensure that a message is communicated to the school in advance.

# Home-School Partnership

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# Stay Connected with the Arbor App!

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We are encouraging all parents to download and start using the new Arbor app, which offers a range of useful features, including:

**Communications from school (via push notifications)**

**Reporting absences quickly and easily.**

**Paying for school trips and other items**

We'll continue to expand its use and features from September onwards.

# Promoting Excellent Attitudes and Behaviours at Barnfields



**READY**

**Learning Behaviour**

READY TO LISTEN,  
READY TO LEARN

Listen to others when they talk to us

Stop when the whistle is blown

Line up quietly and sensibly when asked

Wait for an adult instruction




**RESPECTFUL**

**Attitude to Others**

RESPECTFUL ATTITUDE,  
RESPECTFUL WORDS

Demonstrate our STEPS to good manners

Smile, be positive and have a go!

Look after the equipment on the playground

Treat others as we would want to be treated

Be tolerant to others and their opinions




**SAFE**

**Behaviour**

SAFE CHOICES,  
SAFE ACTIONS

Use kind hands, feet and words

Act in a calm and considerate manner

Make good choices

Use equipment correctly

Play games that are appropriate for the school playground




**STEPS**  
to good manners:

**S**mile  
**T**hank-you  
**E**xcuse Me  
**P**lease  
**S**orry

The school's core values shine out in pupils' responsible attitudes and thoughtful behaviour',

OFSTED 2024

# Rewards and Celebrations

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**Daily:** Verbal praise, celebration of work in class, stickers, sent to partner year group teacher/Phase Leader, raffle ticket reward (drawn at end of week)

**Weekly:** Phase Leader sticker, email to parents, Hot Chocolate Friday with Phase Leader, raffle ticket draw, Celebration Assembly (Well Done)

**Half-termly:** Postcards home from Headteacher, Reward Afternoon, a golden band to wear

**Termly:** Award Assembly, Reward Day

# Parent Code of Conduct

At Barnfields, we strongly believe that a positive and honest relationship between home and school is essential to your child's education.

This year, we have created a Parent Code of Conduct, which clearly outlines what we will strive to provide for you and what we expect in return. Please take a copy to read, agree to, and sign before returning it to the school as soon as possible. Kindly note that this agreement only needs to be signed once during your child's time at Barnfields.

This will be sent out in September by the school office.



**South East Stafford Academy Trust**  
**Parent Code of Conduct**

At SESAT we value and understand the importance of building a strong and positive relationship with parents. This helps us to create a stimulating learning environment that will form a bridge of positive communication between school and home, therefore providing the children with the best opportunity to reach their full potential.

When working with parents, all staff are expected to follow SESAT policies and procedures, including the vision and values applicable to each given school. In addition to this, all teachers must abide by the Teachers' Standards, as set out by the Department for Education. Part two of this refers to Professional Conduct and included within this, teachers must 'treat people with dignity, building a relationship of mutual respect' and 'show tolerance and respect of others'. For positive relationships to build, we truly believe that this approach must work both ways.

<p><b>What the School will offer you:</b></p> <ul style="list-style-type: none"> <li>• A vision and values that enable your children to flourish.</li> <li>• A caring and safe environment.</li> <li>• A professional and welcoming environment.</li> <li>• Clear, prompt and appropriate communication between school and home.</li> <li>• A point of contact appropriate to the concern.</li> <li>• Staff who will empathise with a given situation.</li> <li>• Staff who will listen to your concerns, take them seriously and approach them with integrity.</li> <li>• Opportunities to interact with your child and their education within and outside of school.</li> <li>• Strict confidentiality, including through social media.</li> </ul>	<p><b>What we expect of you:</b></p> <ul style="list-style-type: none"> <li>• Ensure that your child attends school every day possible.</li> <li>• Ensure that your child is in school on time and that they are picked up at the right time at the end of day.</li> <li>• That you treat and talk to the staff in the manner in which you would expect to be treated.</li> <li>• Seek to clarify a child's version of events which includes the school's point of view.</li> <li>• Support the school to enable the children to live by the school values and charter.</li> <li>• Use any social media linked to school, including WhatsApp, in an appropriate and respectful manner.</li> <li>• Never use defamatory or offensive language when discussing the staff of the school; online or offline.</li> <li>• Understand that decisions made are for the good of all children.</li> </ul>
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Please note that there will be times when we get things wrong; we are, after all, human beings. Additionally, so are the children, who are learning their social norms every day. We will all make mistakes along the way, which we endeavour to learn from and put right wherever possible.

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I understand the importance of adhering to the SESAT Parent Code of Conduct at all times and will endeavour to do so throughout my child's time at the school.

Name of my Child/ Children:	Signed (parents):	Date:
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# Books, Images and Videos Parental Consent

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Working together is central to our teaching and learning approach.

We proudly share images of children engaged in group activities and learning experiences. At the end of the year, we would love to celebrate your child's progress by sending some books home. Please note, permission is required for this.

Other photo and video permissions (such as for social media or the school website) are optional.

We are always careful about what we share, why, and how we share images. We also need permission before taking group photographs.

**If you wish to update your child's permission settings, please contact the school office staff.**

# Year Group Timetable

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## **Typical Mornings**

Times table booklets

Core subjects: Reading, Writing, Spelling and Mathematics.

## **Typical Afternoons:**

Science (Core Subject), Geography, History, Art, Design & Technology, Computing, PSHE, PE/Swimming, RE, Music, French and other wider curriculum related activities.

All children will begin the afternoon with whole class reading time.

**PE days:** Wednesday and Thursday

Each class has timetabled a swimming lesson block during the year.

**Children must be able to remove earrings by themselves and wear flatback earrings. Plasters are not permitted.**

# Curriculum Intention

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Our curriculum is underpinned by six key drivers: *ambition, values, knowledge, retrieval, relevance and enquiry*. These determine the direction and development in the work that we do.

We deliver a **knowledge-engaged curriculum** (we recognise that knowledge and skills are the two core components to learning).

Our curriculum encompasses the statutory requirements of the National Curriculum.

We offer a **broad and balanced curriculum** that values the discipline and importance of each subject (e.g. *true to discipline*).

**Coherently planned and ambitious lesson sequences** ensure progression of knowledge and skills within the year and throughout the years.

We understand that children learn and progress at different rates. We ensure that the curriculum is taught at the appropriate level and challenge for the stage of the child's development.

# Curriculum Outlines



Barnfields Primary School

Year 5  
Curriculum Outline

2025-2026

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.

	<ul style="list-style-type: none"> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenge views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</li> </ul>
Reading Texts	
Writing Texts	
Writing (SAT)	<p><b>Writing: Sentence Structure/Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing.</li> <li>• Expanded phrases and clauses are used to add information or detail.</li> <li>• Appropriate use of direct and reported speech.</li> <li>• Tense changes are appropriate and consistently accurate.</li> </ul>

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.

# Year 5 English Expectations: Reading

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In Year 5, children are expected to read a wide range of books, including fiction, non-fiction, poetry, and plays, with increasing fluency and understanding.

They should be able to explain what they've read, make predictions and discuss characters, settings, and themes in more depth. They are expected to discuss texts, sharing their thoughts, feelings and opinions.

Building on from their Year 4 learning, children are expected to apply their growing knowledge of root words and suffixes. They also learn to work out the meaning of unfamiliar words and understand how language is used to create effects.

# Reading at Home

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Reading is vital and **proficient reading ability** is strongly linked to success in later life. Just a few minutes each day adds up! On average...

<b>20 minutes a day =</b>	<b>5 minutes a day =</b>	<b>1 minute a day =</b>
1.8 million words per year	282,000 words per year	8,000 words per year

Role model reading for pleasure at home – children see, children do.

Reading supports children's learning through fostering better attention, brain development and cognitive ability.

Readers have better speech and language development and literacy skills. It also develops imagination, empathy and creativity.

# Selecting Appropriate Books: Book Trust



Search here...



Recommended children's booklists sorted by age or topic

[New Books](#) ▾ [Booklists by Topic](#) ▾ [Booklists by Age](#) ▾ [Reading for Pleasure](#) ▾ [Seasonal Booklists](#) [Resources](#) ▾ [Blog](#)

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## Booklists by Age

### Booklists Sorted by Age or Year Group

Our age-related booklists are here to help you to find the best books recommended for each age and stage of development, sorted by primary school key stage. Whether you are looking for the best picturebooks for EYFS, first independent reads for Year 1, or recommended novels for Year 6, this is the place to find children's book recommendations by age.

Browse our lists to explore reading for pleasure recommendations and curriculum topic booklists.

Most of our lists are organised by school key stage:

- [Books for EYFS](#) (ages 2-5)
- [Books for KS1](#) (ages 5-7)
- [Books for KS2](#) (ages 7-11)
- [Books for KS3](#) (ages 11-14)



# Parental Support: Reading

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Reading regularly with your child at home (15 minutes a day) is the most important way you can impact your child's education.

To check children's understanding, discuss what they have read by asking simple questions such as *"What do you think will happen next?"* or *"Why do you think the character do that?"*.

Discuss yours and your children's thoughts and opinions about the book to help build deeper comprehension skills.

Most importantly, encouraging a love of reading will help build confidence and fluency.

# English Expectations: Writing

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In Year 5, children are expected to write more independently with greater detail, accuracy, and creativity. They learn to plan, draft and edit their work to improve clarity, vocabulary, sentence structure and organisation.

They write for different purposes—like stories, reports, letters, and persuasive texts—using varied sentence starters, paragraphs and more advanced punctuation (such as brackets, commas apostrophes and dashes).

Spelling becomes more complex, including words with silent letters. They begin to look at more complex spelling patterns, prefixes and suffixes (like re-, de-, -able, -ibly), and tricky words that don't always follow usual spelling rules. They are also expected to use a dictionary to check unfamiliar words and a thesaurus to explore new vocabulary.

# Parental Support: Writing

Encouraging fun written activities at home (stories, lists, thank you notes, lyrics, blogs etc) is a great way to get your child writing at home. Praise effort and creativity as confidence is just as important as accuracy at this stage.

## Statutory Year 5 Spellings:

Please refer to the handout to see the Year 5 / Year 6 spelling list.

accommodate	category	determined	foreign	lightning	profession	sincerely	
accompany	cemetery	develop	forty	marvellous	programme	solidier	
according	committee	dictionary	frequently	mischievous	pronunciation	stomach	
achieve	communicate	disastrous	government	muscle	quar	sufficient	
aggressive	community	embarrass	guarantee	necessary	recognise	suggest	
amateur	competition	environment	harass	neighbour	recommend	symbol	
ancient	conscience	equip	hindrance	nuisance	relevant	system	
apparent	conscious	equipped	identity	occupy	restaurant	temperature	
appreciate	controversy	equipment	immediate	occur	rhyme	thorough	
attached	convenience	especially	immediately	opportunity	rhythm	twelfth	
available	correspond	exaggerate	individual	parliament	sacrifice	variety	
average	criticise	excellent	interfere	persuade	secretary	vegetable	
aweward	curiosity	existence	interrupt	physical	shoulder	vehicle	
bargain	definite	explanation	language	prejudice	signature	ychit	
bruise	desperate	familiar	leisure	privilege	store		

# Mathematics Expectations

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In Year 5, children build on what they've already learned, developing more confidence with numbers, calculations, and problem solving. They work with **numbers up to 1,000,000**, including reading, writing, ordering, and comparing them.

They practise formal written methods for **addition, subtraction, multiplication and division** and begin using these skills to solve multi-step problems.

They learn more about **fractions, decimals and percentages**, including how they relate to each other.

**Geometry** becomes more advanced with angles, shapes, and symmetry, and children also learn to read and **interpret data** from tables and graphs.

# Parental Support: Mathematics

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Provide children the opportunity to use Maths at home:

- Everyday tasks (food shopping, baking, etc.)
- Practising times tables – TTRockstars , [Timestables.co.uk](http://Timestables.co.uk)
- Encourage telling the time
- Number games and puzzles
- Maths homework

# Homework

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Weekly, the children will receive two pieces of homework – **one Maths based and one English based** – which will be handed out on Fridays.

Each of these tasks will take them **10-15 minutes each** – so they will do no more than 30 minutes of homework each week.

They can hand in their homework on any day.

We also ask that children continue to **read** daily, practise their **spellings** from the **Y5 and 6 statutory lists** and practise their **times tables** on **[timestables.co.uk](http://timestables.co.uk)** / **TTRockstars**

# Keeping in Touch

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Email: [office@barnfields.staffs.sch.uk](mailto:office@barnfields.staffs.sch.uk)

Mr Ball: [headteacher@barnfields.staffs.sch.uk](mailto:headteacher@barnfields.staffs.sch.uk)

Mrs. Darlington: [deputy@barnfields.staffs.sch.uk](mailto:deputy@barnfields.staffs.sch.uk)

Miss Chesworth [senco BP@barnfields.staffs.sch.uk](mailto:senco_BP@barnfields.staffs.sch.uk)



We also publish **Barnfields' Bulletin** every two weeks which contains important information, such as any upcoming events.