
Welcome to Year 5



People you need to know.

Class teachers and support staff :



Mr. Garcia
Class Teacher



Mrs. Healy
Class Teacher



Mrs. Avwunu
Teaching Assistant

People you need to know cont...



Class cover



Ms Wren
HLTA & Peer Mentor



Mrs Lochwood
HLTA & Eco Council Lead



Mrs Hann



Miss Borrow

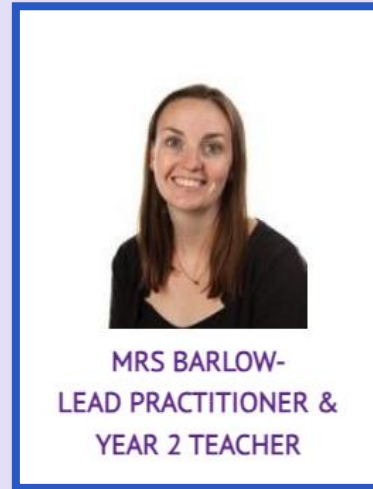
Leadership Team



Mrs Spencer
Headteacher DSL



Miss Loftus
Deputy Headteacher DDSL



MRS BARLOW-
LEAD PRACTITIONER &
YEAR 2 TEACHER



Mrs Goodwin
Lead Practitioner & Early Years
Teacher



Ms Davies
SENCo & Year 2 Teacher

Our Safeguarding Team



Mrs Claire Spencer

Designated
Safeguarding Lead



Miss Rosie Loftus

Deputy Designated
Safeguarding Lead



Mrs Sarah Brewer

Deputy Designated
Safeguarding Lead

If you hear or see something that concerns you,
please speak to a member of our Safeguarding
Team.

If you have any serious concerns, about your child or any other pupil at Halsford Park Primary School, please do not hesitate to contact the Designated Safeguarding Lead who will be able to provide you with the best advice and help using the appropriate degree of confidentiality.

You can do this by contacting the school office on 01342 324643 or emailing:
dslhalsford@partnersinlearning.co.uk

If school is closed and you think a child is in immediate danger, you should call 999.

Key reminder

We appreciate that school uniform can be very expensive therefore to support you with taking care of their belongings, please ensure all items are labelled **with their name.**

Please ensure your child brings the following to school each day.

Each day please bring:

- Weather appropriate clothing e.g a coat now the weather is changing.
- Water bottle – children should only be bringing water to school
- Lunch box (if having packed lunch)
- Book Bag or a suitable bag to carry their belongings



E safety – How you can support your child at home.



STAY JUST FINE ONLINE...

quick tips for parents for keeping kids safe online

1. Chat about it

Talking openly about why keeping safe online is important as well as talking about any risks. It can help to show an interest in what your child or teenager does with their time online. Are they talented at TikToks or Insta influencers? Finding out will help you know what they're using online and help you protect them from any dangers and create an open conversation.



2. Set up parental controls

Internet providers should offer you the option of setting some parental controls over what your child can access online. It can help to prevent age inappropriate content from being shown. The **UK Safer Internet Centre** has advice on how to set these up plus plenty of other advice too www.saferinternet.org.uk

3. Stay in the know

We know digital and online platforms change all the time especially social media, it can be difficult to keep up with the latest social trends and apps. By staying ahead of any social media trends you can talk to your child about any possible dangers to look out for. Check out www.net-aware.org.uk for information on the latest apps, social networks and online games.



4. Digital detox

Children (and even adults!) are now spending even more time online as part of doing their school work at home plus using social media or online games. Too much screen time isn't always best. One way to help limit screen time is to agree times with your kids when they won't be going online and encourage them to do other activities instead.

5. Report concerns

If you're concerned about something you've seen or your child has seen online, know where and how to report it. You can report it to the police via the **Child Exploitation and Online Protection Centre** www.ceop.police.uk



Further information can be found on our school website:

<https://www.halsfordparkprimaryschool.co.uk/page/?title=Internet+%26amp%3B+E%2DSafety&pid=67>

Other useful links:

<https://www.internetmatters.org/resources/online-safety-guide-6-10-year-olds/>

<https://www.internetmatters.org/schools-esafety/primary/5-7-digital-safety-at-a-glance/>

Family School Agreement



Halsford's Agreement
Halsford Park will:

Compassion

- Provide a safe, secure, and welcoming environment where every child feels cared for and supported.
- Support your child's well-being and happiness throughout their school journey.
- Promote positive values and a caring attitude towards others and the wider community.

Responsibility

- Support each child in reaching their full potential and becoming a valued member of the school.
- Deliver a broad, balanced curriculum tailored to individual needs.
- Foster a sense of responsibility and consideration for others, encouraging positive decision-making.
- Keep you informed about your child's learning, progress, and school events.
- Promote excellent attendance and punctuality as essential for success.

Respect

- Encourage respect and inclusion, valuing everyone regardless of gender, race, culture, religion/belief, sexual orientation, age, or individual needs.
- Maintain an open and welcoming school environment, inviting families to engage in school life and celebrate achievements.

Courage

- Inspire children to be brave in their learning, confident in social settings, and to believe in themselves.
- Provide opportunities for new experiences and personal growth, including through the Halsford 100 enrichment programme.

Signature..... [Class Teacher]

Signature..... (Headteacher)

Child's Agreement

I will try my best to:

Compassion -show care and understanding for everyone  Compassion • Be kind and caring to everyone in my school. • Help others feel safe, happy and included. • Look after my classroom, school, and the environment.	Responsibility -make good choices because your actions matter  Responsibility • Come to school every day, on time, and ready to learn. • Listen carefully, try my hardest, and never give up. • Make good choices and think about how my actions affect others. • Take care of my belongings and the things I use at school. • Follow the school rules and understand why they are important.
Respect -value everyone and everything in how you listen, speak and in what you do  Respect • Treat everyone kindly and not judge, no matter how different they are from me. • Be polite, helpful, and listen to adults and other children. • Take turns, share, and work well with others.	Courage -be brave; believe you can  Courage • Have a go, even when something feels tricky or new. • Believe in myself and keep trying, even if I make mistakes. • Try my best to learn new things and do what's right, even when it's hard. • Take part in new activities and enjoy the challenges at school.

End of day arrangements



At 3:15pm, we will meet you on the playground to dismiss the children directly to you.

Families are welcome to stay on site to use the playground and Trim Trail equipment. We ask that children are supervised by the adult that has collected them. As we have clubs on, for safeguarding purposes, we are not able to allow children/adults back into school once they have been dismissed and that everyone is off site safely by 4.15pm.

This year we will again be using a Google Form to ensure we have the most up to date collection information for Years 1-4. If your child is in Year 5 or Year 6, you would have already provided this information on the "Permission to walk home" form. We ask that this is complete for each child within the school. If this changes at any time in the year, please notify the school office and we will update our records centrally.

What to do if they are going with someone different?

Please ensure you have informed the school office by email or telephone if arrangements have changed during the day and if they are being collected by someone different e.g. going home with a friend or relative.

If this is a standing arrangement e.g. they attend a club or Granny will always collect on a Friday, then please indicate this on the Google Form.

Walking Home Permission: If your child is walking home, even if it is just to the top of the drive, we require written permission submitted via the school office:

<https://docs.google.com/forms/d/e/1FAIpQLSfVu9fe1pRgiJmb3isB8q53u6tszw4GE4MGYkdM7H9O6T1Xgg/viewform>



We are here to help...

- If your circumstances have changed over the Summer break, please come and speak to a member of staff in confidence.
 - It may be that you now qualify for Free school meals and 'Pupil Premium Funding' which means the school will receive additional funds and we can provide extra help and support for your child at school.
 - More information for applying can be found here:
<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/free-school-meals/#how-to-apply>
 - Please speak to a member of staff if you would like any help.
- * If your child does not qualify for benefits-related free school meals but is in Reception, year 1 or year 2, they can still get Universal Infant Free School Meals (UIFSM). You do not need to apply.

Is my child eligible?

Changes to free school meal eligibility from September 2026

The government has announced that the eligibility criteria for free school meals will change from 1 September 2026.

All children who live in a household that receives Universal Credit can get free school meals.

There will be 2 types of benefits-related free school meals (FSM).

Targeted free school meals

Children can get targeted free school meals if their household receives Universal Credit and earns £7,400 a year or less.

Children who receive targeted free school meals can also:

- take part in the Holiday Activities and Food (HAF) programme
- help their school receive extra Pupil Premium funding

Expanded free school meals

Expanded free school meals are for children whose household receives Universal Credit but does not qualify for targeted free school meals.

Children in this group can receive free school meals, but they cannot access the extra support linked to targeted free school meals.

Targeted free school meals in all West Sussex maintained and free schools and academies are available to pupils in receipt of, or whose parents are in receipt of one or more of the following benefits:

- [Universal Credit](#)
- Income-based [Jobseeker's Allowance](#)
- Income-related [Employment and Support Allowance](#)
- Support under [Part VI of the Immigration and Asylum Act 1999](#)
- The guaranteed element of state [Pension Credit](#)

If your child already gets free school meals, we will check whether they qualify under the new rules before 1 September 2026. We will tell your child's school the outcome, and they will notify you.

Once we give your child a free school meal status, either Targeted FSM or Expanded FSM, they will keep that status until the end of that school year.



Attendance & Lateness

Please note that the gates will close at 8.45am and children must be in promptly to be registered or will be marked as late.

EVERY day at school counts			
This table of information shows you how important it is that all children have good attendance to make sure they don't miss any vital learning.			
Every School Day Counts!			
365 days in each year	175 Non-School Days a Year – i.e. Weekends & School Holidays		
	190 school days in each year		
	190 school days in each year	11-19 days absence	19+ days absence
	190 - 180 days of education	179 - 171 days of education	Less than 171 days of education
	100% - 95% attendance	94% - 90% attendance	Less than 90% attendance
	GOOD Best chance of success – gets your child off to a flying start	WORRYING Less chance of success Makes it harder to make progress. Action may be taken	SERIOUS CONCERN Persistent absence will affect your child's progress Action will be taken

The Government states that:

Attendance is mandatory. The usual rules on attendance continue to apply, including:

Parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil.

Schools' responsibilities to record attendance and follow up absence.

The ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct.

The duty on local authorities to put in place arrangements for identifying, and to follow up with, children missing education.

Please note that as a school **we do not authorise holidays or visits abroad in term time**. We only authorise absence if they are exceptional circumstances. Please see our attendance policy on the school website for further details.



Curriculum

We are excited to share an important update about the way we will be delivering our curriculum in Years 1–6 at Halsford Park Primary School.

For several years, we have followed a connected curriculum, bringing different subjects together through a learning experience. Last year, we successfully trialled teaching Science as a discrete subject, allowing children to develop a deeper understanding of scientific knowledge, skills and vocabulary.

Following the success of this approach, we have decided to move to teaching all of our foundation subjects discretely. Subjects including History, Geography, Science, Art and Design and Technology, will now be taught as individual subject disciplines, following the carefully sequenced learning from Kapow. We will also teach PSHE, Religious Education and Worldviews, French and Music using the Kapow materials. PE will continue to follow PE Planning scheme and Computing will continue to be taught through Purple Mash.

Year 5 this term

See the curriculum area on our website - <https://halsfordparkprimaryschool.co.uk/curriculum/> Following recent updates to our curriculum, moving a number of subjects to Kapow, we will be updating this over the Autumn Term.

Each term, we will send home a Parent Overview detailing what your child will be learning over the course of the term and any key vocabulary you can work on at home to support them.

On the website, each National Curriculum subject has its own page. The National Curriculum outlines the expected outcomes - https://assets.publishing.service.gov.uk/media/5a81a9abe5274a2e8ab55319/PRIMARY_national_curriculum.pdf

Autumn Term in Year 5

"Soaring to Success!"

Key texts this term include ...



English

Over the course of the Autumn Term, Year 5 will be using our class books to help us write our own instructions, news reports, persuasive pieces, and mystery narratives. We will be building key skills and knowledge such as imperative verbs, sequencing language, formal Language, direct and reported speech, paragraph organisation, technical vocabulary, adverbs/adverbials, descriptions, persuasive language, relative clauses and expanded noun phrases.



Maths

For the first few weeks, the children will be continuing to build on their place value knowledge secured in Year 4, including powers of ten and rounding. We will then be moving on to addition and subtraction, followed by multiplication and division towards the end of the Autumn term.



Science

We will begin by learning about Materials, focusing on separating mixtures by exploring different methods, including filtering, sieving and evaporation. We will then deepen our knowledge further and develop our scientific enquiry skills, examining the properties of materials by investigating hardness, transparency and conductivity and considering how these characteristics affect their uses.



Humanities

(History & Geography)

In Geography, we will be investigating tourism in mountain environments by learning about the climate and features of the Alps, with a focus on Innsbruck. History will allow us to explore the Viking age by learning about Viking raids, trade, settlement and the struggle for control of Britain.



RSE & PSHE

Over the course of the term, we will be understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Then, we will be investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour.

Art & Design

In Art, we will be investigating how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett.



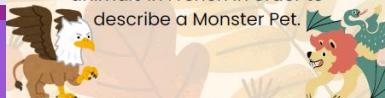
Design & Technology

Later in the Autumn term, we will be investigating the history, mechanics and uses of gears and pulleys. The children will work on an eco-gadget bike project.



French

In French, we will be building our vocabulary and learning how to talk about body parts and the names of animals in French in order to describe a Monster Pet.



Physical Education

PE days are Wednesday and Friday.

Sports for this term:

Football - To improve teamwork skills, follow rules of the game and understand formations and individual roles.

Golf - To develop an accurate putting technique, an effective chipping technique for height, and a controlled driving for distance technique.

Handball - To choose and apply skills that meet the needs of the situation such as keeping possession or moving to get away from an opponent.

Gymnastics - To learn, develop, and refine the key elements required to perform gymnastic sequences, building on previous learning including key shapes, balances, movement and travelling, such as jumps, leaps and rolls.



Computing

This term, we will be using Purple Mash to explore what makes a good quiz and create our own quizzes using the Quiz tool. We will then be looking at creating and making databases, as well as evaluating and making video games.



Religion and Worldviews

Within our RE lessons, we will be examining the idea of religious freedom by exploring historical and modern examples of people who have stood up for their beliefs. We will then be investigating why Christian worship looks different across the world when key beliefs are the same.



Music

In Music, we will be learning to sing in time and in tune with other people and the backing track, remember the lyrics to a song, and compose and play a melody using stave notation in the theme of Ancient Egypt. We will also be exploring Blues music, including learning about the history, listening to examples, and identifying key features of the genre.



Timetable – Autumn Term 1



Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.35 – 9.00	EMW/Spelling/Handwriting				
9:00 – 9:30	EMW/ Handwriting	French (9:00)	Reading 1	EMW/ Handwriting	Spelling test
9:30 – 10.30	Maths 1	RE (PPA)	Maths 3	Maths 4	Maths 5
10.30 – 10:45	Break				
11.00-12.00	English 1	Art (PPA)	English 3	English 4	English 4
12.00 – 1.00	Lunch				
1.00 – 1:50	Geography	English 2	PE 1	Science 90min	PE 2
1.50 – 2.40	Computing	Maths 2	Music	Reading 2	PSHE
2:40 – 3:00	Assembly				Homework
3:15	Home time				



Things to look forward to in Year 5

Autumn Term

- Making scientific experiments
- Carol Concert in Church – details to follow

Spring Term

- POTENTIAL school trip
- Dance

Summer Term

- Outdoor learning – details to follow
- Sports Day
- Imberhorne taster day

Year 5

Take part in a debate
Learn about the importance of the Great Barrier Reef
Make a sculpture
Find out about life in Tudor England
Visit a secondary school
Make a bridge using spaghetti
Have an opportunity to become a Peer Mentor
Roast smores
Experiment with motors in a circuit
Explore mixtures and the substances these are made from
Make something out of wood
Explore artefacts from Ancient Greece
Take part in Bikability 1
Have the opportunity to join Sports Crew

Ongoing assessment and gaps in learning

We will continue to use ongoing assessments over the year to identify the gaps in children's learning.

We will then be planning and adjusting our teaching to address these. We may also use specific intervention groups to address gaps in children's learning. If your child is attending a regular intervention group, we will inform parents/carers and advise of any support that may also be given at home.

Family Learning Conference meeting in the Autumn term will take place face to face, where specific targets will be set for individual learners. These will take place W/B 2nd November.

Curriculum – The next step in our journey

Spelling – Taught through spelling lessons and linked with our handwriting practice. Weekly words align with those sent home at the start of each half term and will be tested every Friday.

Reading – Children will be heard reading at least once a week. They will enjoy a dedicated class story time session as well as 1:1 reading.

Writing – Handwriting is practiced a minimum of twice a week alongside English lessons linked to our weekly spelling list.

Maths – We aim to make our Maths lessons as engaging, practical, and fun as possible.





Home and school reading diary expectations

This year, we are moving to having one book to act as a reading record and a homework book. This will keep everything in one place!

We ask that your child complete any written homework in this book and brings this into school each day.

For children in Year 3 – 6: we will use this as a reading record, your child can record in there when they read at home. We ask that this comes into school each day so teachers are able to see and discuss with learners what they have been reading outside of school.

Key reading expectations are available on the school website.

We will be collecting these in during the week to see what the children have been reading at home over the past week and will sign to acknowledge it has been seen by a member of staff.

Homework



Area of learning	When?	Parents/Carers	School/teacher
Reading	5 times a week (20 min a day)	Write in homework books	Will look and discuss book choices with learners
Spelling	At the beginning of the half term, we will send out spelling patterns to be learnt	Support your child in practising	We test spellings in Year 5 every Friday
English	Set every Friday, due the following Friday.	Support your child with the activity that has been set.	This will be either peer, self or teacher assessed on a Friday
Maths	Set every Friday, due the following Friday.	Support your child with the activity that has been set.	This will be either peer, self or teacher assessed on a Friday
Creative Project	Half-termly projects linked to our learning	Discuss with your child how to go about completing the task	Will be shared/presented to the class.

For Year 1-5, homework will be set on Google classroom or printed copies may be given out. Please bring this in to be marked in school on a Friday. We encourage children to complete their homework as this will support their progress in school, however this is all optional.

Mobile Phones – Year 5 and Year 6 only.

Please note- mobile phones should not be brought into school if your child/ren are picked up by you, either on the playground or near the school entrance. If your child is bringing a phone to school, please ensure you have completed the Google Form -



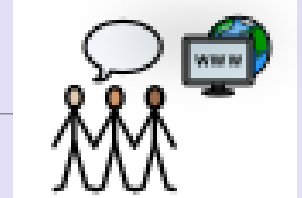
<https://forms.gle/STr8VaFZTuB5iGWs9>

<u>School will</u>	<u>Parents will</u>	<u>Children will</u>
• Educate children on E-safety, including how to be safe online and report concerns. • Support parents with information about E-safety and use of age appropriate apps • Store mobile phones securely in school	• Speak with their child so they understand how to use their phone responsibility. • Explain to their child and ensure they understand the school's mobile phone policy for learners. • Talk through and ensure they understand the "Children will" section outlined.	• Only bring a phone to school when agreed with a parent/carer. • Only bring a phone to school if they are walking unaccompanied to or from school • Turn off their phone once they enter school grounds. • Hand their phone to the adult in class so this can be stored safely. • Leave their phone switched off until they are exiting the school grounds (on the drive).



Volunteering

There are many ways that you can get involved with the Halsford Park School and wider Community!



If you would be interested in becoming a parent/carer volunteer to hear readers or help out with Outdoor Learning, please have a look on our school website for further information of pop into the school office.

<https://www.halsfordparkprimaryschool.co.uk/page/?title=Guidelines+for+Volunteers&pid=116>

Guidelines for Volunteers

How to become a volunteer at Halsford Park

We are always looking for members of our school community to come and volunteer at school to help our children.

Volunteering is a great way to give back to the local community and we have seen the benefits of having volunteers coming into school to help with reading, gardening etc. It can also be a great way to gain experience of working with children if this is a career you are considering.

Most of our volunteers currently work to support children with reading, however, if you have a passion for outdoor learning and gardening, and you are free on a Friday afternoon, then helping out with outdoor learning may be for you!

Our amazing PTA are always looking for new members and volunteers. If you want to officially join or would just be willing to help at the next event, please contact the PTA via -

halsford.pta@gmail.com

Or look on our school website -

<https://www.halsfordparkprimaryschool.co.uk/page/?title=Halsford+Park+PTA&pid=141>

Family Forum

Each half term we run a Family forum for all members of our school community. Everyone is welcome!

The next meeting is Tuesday 30th September at 9.00am in the Learning Lab.

If you have a concern about your child's progress or emotional wellbeing and would like extra support, talk to the class teacher in the first instance.

They may refer to the Inclusion team -



Mrs Spencer
EAL Champion



Mrs Manville
Pupil Premium
Champion



Mr Garcia
Diversity Champion

More information is on the school website :

<https://www.halsfordparkprimaryschool.co.uk/page/?title=Inclusion&pid=82>



What to do if you encounter a problem?

Always, in the first instance, speak to your child's class teacher. They know your child best and will do everything in their power to ensure that your child is happy with all aspects of School life. Please arrange to speak to them after school.

If you feel the problem isn't resolved, please contact our Deputy Head teacher, Miss Loftus or our SENCO, Ms Davies (if SEN related) who will do their best to resolve the issue for you.

Following this, if there still doesn't seem to be a resolution, please ask the office to book a meeting with Mrs Spencer, Headteacher.



Any questions?

- Google Classroom logins (teachers don't have access to this, so please, email the office)
- Expectations (covered in the slides)