



Welcome to Southville Primary School

Purpose of this meeting



- To introduce you to the staff working in our team.
- To outline the main subjects and topics that will be covered during the year.
- To provide important information such as PE days and Forest School.
- To share key information about how you can support your child.

Key staff in Year 5



Miss Munnings - Lion class teacher

Miss Murphy - Lemur class teacher

Miss Hargreaves & Mrs Loughran - Leopard class teacher

Madame Turvey - PPA - French

Mrs Asensi - PPA - Music/RE

Mr Suanes - PPA - ICT

Key staff within the school



MR BOWMAN
Head Teacher



MR COMMANDER
Deputy Head Teacher



MR POTTER
Deputy Head Teacher



MRS MOODY
Special Needs Coordinator and
Inclusion Lead



MRS MATHIAS
Family Liaison



MR ELLERSHAW
Phase Leader



MRS FLAECHER
School Business Manager



MRS STENNER
Kitchen Manager

Attendance



- All school time is important for children, and missing lessons often means it is hard to catch up.
- Attendance is monitored internally by the Senior Leadership Team and the Family Liaison Officer and externally by our school's Educational Welfare Officer (EWO). If your child is persistently absent, the team will book a meeting with you to set targets for improving attendance.
- We are no longer permitted to grant absence for holidays. Taking periods of unauthorised absence results in parental fines.
- If you need any support with anything that is affecting your child's attendance, please get in touch with Mrs Mathias, our Family Liaison Officer.
- Punctuality is also very important: 5 minutes late each morning is 25 minutes per week, 950 minutes per year. That's almost 16 lessons of lost learning time.

Uniform



- The school uniform policy can be found on the [website](#).
- You can buy branded items from Monkhouse Schoolwear, 140 East Street, Bedminster BS3 4EW in store or online by [clicking here](#).

Classroom wear

- Plain or with school badge red school sweatshirts, cardigans, hoodies or zipped long sleeved tops
- Plain or with school badge white or red polo shirts
- Dark grey or black shorts, trousers, skirts, skorts or pinafore dresses Plain grey, black or red tights
- Plain white, grey or black socks
- Black flat shoes or plain black trainers (with no additional colours or markings)
- Closed toe sandals (with a fastening around the heel) Red gingham dresses or playsuits

PE Kit

- On days when a child has PE, they can wear their PE kit to school for the day.
- Black shorts and white or red polo shirt or t-shirt

Children are not allowed to wear jewellery (watches and stud earrings are fine)

PE days



Lion Class - Tuesday and Thursday

Lemur Class- Wednesday and Thursday

Leopard Class- Tuesday and Thursday

Forest School Dates

Lion Class - Term 2 - 19th Nov, 26th Nov, 3rd Dec

Lemur Class- Term 5 - 22nd April, 29th April, 6th May

Leopard Class- Term 1 - 15th Oct, 5th Nov, 12th Nov

Trips/ visits



Term 1- Visit from a local engineer to launch our DT project

Term 2 - 'Space Dome' visit

Term 3 - Greek myth performance

Term 4 - Year 5 residential - (separate meeting closer to the time)

Term 6- local field trip/nature walk

Other info

PPA carousel Wednesday morning

Term 3 - Gymnastics with Bristol Sport

Relationships and Behaviour



CONNECTION



COURAGE



IMAGINATION



CARE

Behaviour Expectations



Care

BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH – EMPOWER OTHERS

Our whole school expectations for behaviour are

Be Kind, Aim High and **Behave Safely.**

Unsafe behaviour will immediately be addressed by
Mr Bowman, Mr Potter or Mr Commander.

Relationships and Behaviour Policy



The ZONES of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

The IEP Cycle



An Individual Education Plan (IEP) is a document that is developed by the class teacher to ensure a child's learning needs are being met. When a child's learning progress slows, we recognise this could be attributed to different factors. Some of these may be linked to neurodiversity or other reasons. These may include:

- Speech or Language impairment
- Visual impairment
- Hearing impairment
- Learning disability
- Emotional challenge
- Cognitive challenge
- Social, Emotional and Mental health challenges (ADHD)
- Communication and Interaction (Autism)

Where a class teacher identifies a child needs support in their learning, an IEP will be written.

This IEP will be shared with the parents in a meeting during **terms 1, 3 and 5**.

Pen Portraits

For some children, a Pen Portrait is more appropriate than an IEP, as it focuses on the ongoing organisation, arrangements, and support strategies they need in the classroom, rather than short-term, measurable targets.



What is a Pen Portrait?

- A **personalised plan** that gives teachers a clear written overview of your child's needs.
- Designed for children who need **ongoing support** to access the inclusive curriculum.
- Sets out the **teaching methods, resources, and strategies** that will help your child in class.
- Focuses on **practical support** to remove barriers to learning.

How it's created

- Developed by the class teacher.
- **Co-constructed with parents** to ensure it reflects your child accurately.

When it's used

- Created and shared with parents in **Term 1**.
- On going review during the year and changes made when required (e.g. after assessments, reports or based on classroom progress).
- No additional scheduled meetings in the calendar

SOUTHVILLE PRIMARY

My name is ???

I am ?? years old, I was born on the

I am in ??? class in Year 45 of my education.

My recognised needs are:

I like to: (Child's voice)

Positive relationships:
What adults might do to help me, (strategies):

Enabling environments:
What adults might provide to help me in the classroom:

Adaptive Teaching

What specific strategies do we consider when supporting children in the lesson?



Strategy	Description
Adjust rate	More time to process, to complete a task, to demonstrate knowledge
Adjust volume	Change the amount of information / material to process or produce
Adjust complexity	Change the number of details or complicated ideas to create or interpret
Staging of tasks	Tasks introduced and completed in logical steps or increments instead of all at once
Prioritisation & Consolidation	Certain task components are stressed or de-emphasised during a complex activity or task
Change presentation format	Information is presented in a way that children can process more effectively
Change production format	Children are allowed to demonstrate what they know using a different medium (e.g. laptop)
Change evaluation system	Performance is assessed differently for the child
Use of support, models or aids	Specific tools are used to facilitate learning or output
Consider the environment	Seating plans, physical resources are provided and responsive movement breaks are facilitated (when appropriate)
Ensure there is 'Joint Attention'	Connect with the child! Check they are listening and not passive - target questions and check-in regularly

Curriculum



CONNECTION



COURAGE



IMAGINATION



CARE

Curriculum Units



Term 1: New York! New York!

Key Drivers: Geography and DT

Term 2: Out of this World

Key Drivers: Science (space and forces)

Term 3: Greatest Greeks

Key Drivers: History and Science

Term 4: Carnival

Key Drivers: Art and History

Term 5: The Vikings are Coming

Key Drivers: History and DT

Term 6: Life on Earth

Key Drivers: Science and Geography

Curriculum



Curriculum Unit Overview

What is taught and when?

Click on the unit title to view the Medium Term Overview.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Superhero Me	The Deep, Dark Wood	Blast Off!	Dinosaur Discovery	From Wiggles to Wonders	Story Time!
Year 1	My School	The Victorians	Balloon Voyage	Let's Play	Life Below Water	On Safari
Year 2	4500 Miles Away	Fire! Fire!	Power of Pictures	Amazon Adventure	From Bean to Bar	Terrific Trees
Year 3	Savage Stone Age	What The Romans Did For Us	Brilliant Light	To the Ends of the Earth	Healthy Me	Oh, Grow Up!
Year 4	Splash!	Awesome Ancient Egyptians	Listen Up!	How were the Anglo Saxons?	Southville Now and Then	España
Year 5	New York, New York!	Out Of This World	Greatest Greeks	Carnival	The Vikings are Coming	Life on Earth
Year 6	Bristol Street Art	Mysterious Mayans	My How You've Changed (Darwin)	Peace, Politics and Protests	Me, Myself and I	Legacy & Identity

You can find lots of information about our **wider curriculum** on the [school website](#).

This includes information about what we teach in each unit, which can also be found on the [year group pages](#).

Subject Information

Click the subject links below for more information:



English



Mathematics



Science



History



Geography



Art



Design & technology



Music

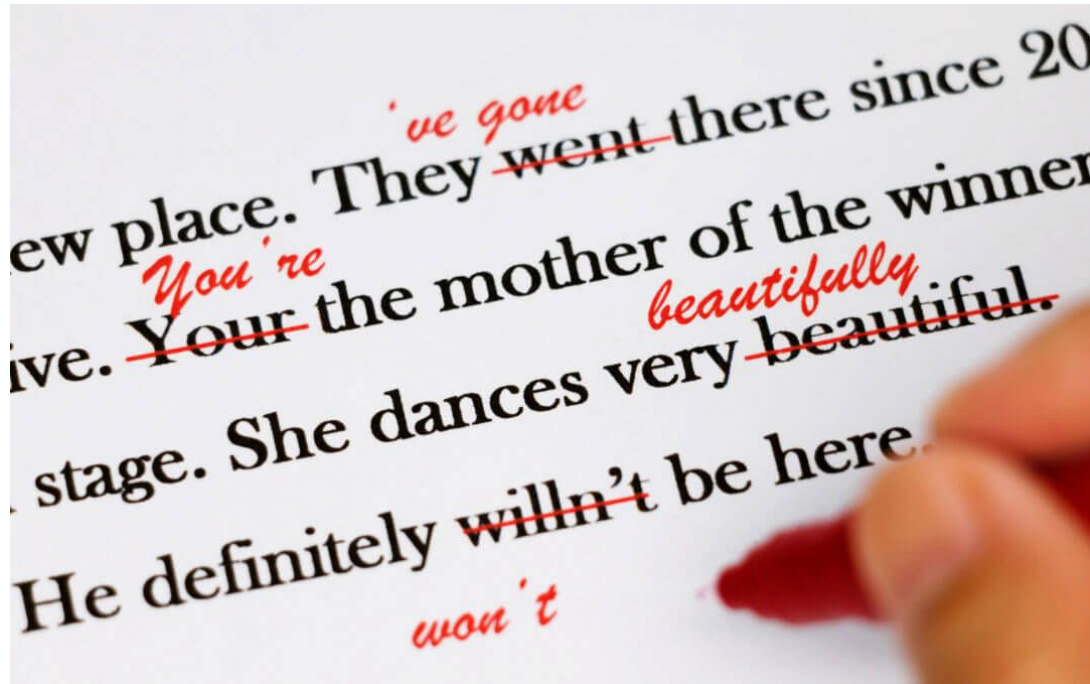


Religious education

You can also find information about how we teach each [subject](#) and [how you could help your child](#).

Feedback and Marking

We support the children in taking accountability for their own learning: marking, reviewing, evaluating and editing their work using red pen following teacher feedback during the lesson.



'Red pen editing is GOOD! It shows us you are learning!'

Feedback and Marking



Our approach puts a big emphasis on face-to-face conversations between the teacher and your child (connection!) which enables them to **understand** the feedback they have been given and make progress **in the moment**.

- We place great importance on creating a **classroom culture** where feedback is valued and there is a common understanding that getting things wrong is fine as it helps us to learn ('Growth Mindsets').
- **What you will see:** children marking, editing and improving their work using red pens
- **What you won't see:** written teacher comments or 'next steps' at the bottom of your child's work
We feel this is better done verbally.
- This **doesn't** mean we aren't looking at and appreciating your child's work! We will be working very hard to use all of the assessment and information gathered from observations, conversations and work in books **to adapt the next lesson** (considering what we teach, how we teach it and the level of support we provide)

Reading - how to help your child at home

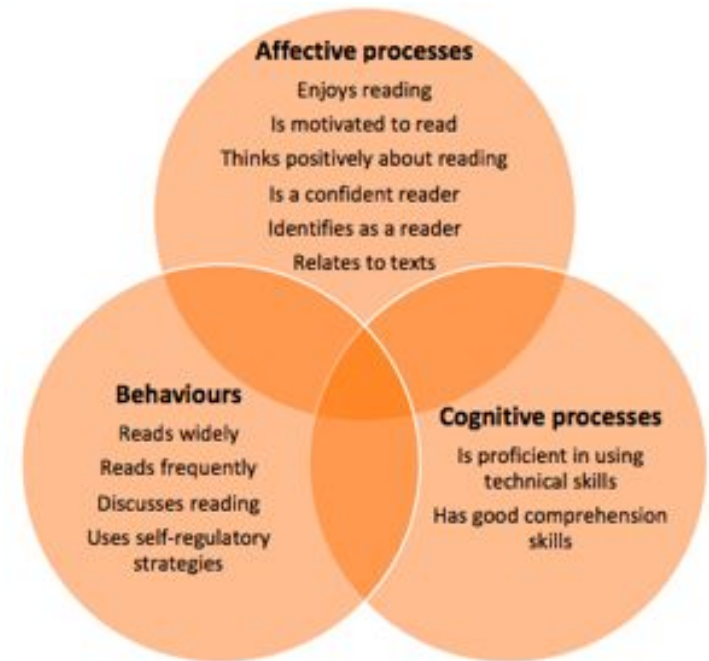


- We encourage you to read with your child as often as possible.
- This is probably the most important thing that you can do to help your child make maximum progress.
- Research shows that the more your child reads, the more progress they make.
- Combine listening to your child read with reading to them so that they hear your changing tone of voice and understand the pace of reading aloud.
- As well as children's school reading book (changed once a week), read whatever your child is interested in – magazines, comics, websites etc.
- Discuss the stories or facts you read about using a [range of questions](#).
- Simply showing interest and excitement about the books you read is really beneficial.
- Signing your child's Home-Learning Diary regularly helps us know your child is reading at home.

Reading - KS2



- All children in KS2 have an Oxford Reading Tree or Little Wandle book to read at home.
- The Oxford Reading Tree stage is assigned by their class teacher to ensure they are reading a book at their correct independent level (approx. 95% word accuracy).
- Fluency **and** comprehension form part of this assessment.
- Children are encouraged to have another book of their choice from the library or from at home to read at the same time.
- Children take books home and are expected to read nightly for 20 minutes.
- All children have a reading record and are encouraged to write in it when they have read.
- Children have at least one DEAR (Drop Everything And Read) session a week when teachers check books, reading records and hear children read.
- This is in addition to the children's 'whole class reading' sessions.



Writing

Writing often links with our 'topic' / unit of study

5 star sentences



Spelling



In **KS2**, we have introduced a new scheme called '[Spelling Shed](#)'.

- The scheme uses research-informed approaches. This means teaching '**strategies**' rather than simply memorising them. These strategies include direct instruction, word study and practice.
- In some year groups, we will mix classes and tailor spellings to each child's level, ensuring personalized instruction that meets individual needs.
- We will be sending home spellings each week for the children to practice.
- There will be a weekly spell check on 5 of the words from that weeks list and 5 of words from previous weeks/common misspelled words.
- Occasionally, there will be a test on previous words which is part of the assessment cycle.

Maths - Daily 10



- In Years 4-6, children will complete 10 arithmetic questions daily to enhance their fluency, speed, and accuracy.
- This approach incorporates **spacing** (allowing time between learning and retrieval) and **interleaving** (mixing related concepts during practice) to reinforce learning effectively.

Daily 10:

You have 5 minutes to complete as many questions as you can. You can complete them in any order.

Afterwards, we will discuss our approaches to solving the problems.

	Question
1	$500 + 423 = \underline{\hspace{2cm}}$
2	$763 - 50 = \underline{\hspace{2cm}}$
3	$5 \times 9 = \underline{\hspace{2cm}}$
4	$\underline{\hspace{2cm}} = 40 \times 3$
5	$461 \div 1 = \underline{\hspace{2cm}}$
6	$7/9 - 2/9 = \underline{\hspace{2cm}}$
7	$\underline{\hspace{2cm}} = 6,925 + 3,092$
8	$\underline{\hspace{2cm}} = 37 \times 10$
9	$56 = 8 \times \underline{\hspace{2cm}}$
10	$8525 + 25 + 25 = \underline{\hspace{2cm}}$

Maths - Times Tables



- **Aim:** for all children to have a proficient and automatic recall of multiplication facts (3 seconds!) This will 'free up' space for them to focus their brain activity on the application of the multiplication facts in different contexts NOT the facts themselves.
- The learning of times tables is broken down into manageable chunks (teaching & learning a times table at a time). This is scheduled very carefully across the year – nothing is left to chance!
- There is a big emphasis on the importance of the commutative law and the relationship with division facts (if children learn 3×7 they do not need to learn 7×3 – this is made explicit, to make learning feel more manageable).
- In the programme, there are only 36 facts to learn which take us up to 9×9 (the building block facts needed for any written algorithm)
- **Rote learning** in which children learn the number facts AND a sound pattern. Teachers and children learn each fact one way round, always stating the larger number first. E.g., 3×7 becomes 'Seven threes are twenty one'. This phrase is always used and repeated by the children after the teacher when going through answers.

2 times tables	3 times tables	4 times tables	5 times tables	6 times tables	7 times tables	8 times tables	9 times tables
$2 \times 2 = 4$							
$3 \times 2 = 6$	$3 \times 3 = 9$						
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$					
$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 4 = 20$	$5 \times 5 = 25$				
$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 5 = 30$	$6 \times 6 = 36$			
$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 5 = 35$	$7 \times 6 = 42$	$7 \times 7 = 49$		
$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 5 = 40$	$8 \times 6 = 48$	$8 \times 7 = 56$	$8 \times 8 = 64$	
$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 5 = 45$	$9 \times 6 = 54$	$9 \times 7 = 63$	$9 \times 8 = 72$	$9 \times 9 = 81$

- **Little and often:** a two-minute times table quiz, once a day.
- Booklets with questions for a quiz every day to support each times table - 40 questions in each quiz. The children have two minutes to complete the test (an average of **3 seconds** per question)

1		2	
$6 \times 5 =$	$6 \times 6 =$	$6 \times 3 =$	$3 \times 6 =$
$36 \div 6 =$	$24 \div 6 =$	$2 \times 6 =$	$30 \div 6 =$
$4 \times 6 =$	$6 \times 2 =$	$30 \div 5 =$	$4 \times 6 =$
$12 \div 6 =$	$6 \times 4 =$	$6 \times 2 =$	$36 \div 6 =$
$6 \times 2 =$	$4 \times 6 =$	$6 \times 2 =$	$5 \times 6 =$
$6 \times 3 =$	$30 \div 5 =$	$5 \times 6 =$	$2 \times 6 =$
$5 \times 6 =$	$2 \times 6 =$	$6 \times 5 =$	$6 \times 5 =$
$4 \times 6 =$	$6 \times 5 =$	$12 \div 2 =$	$6 \times 6 =$
$3 \times 6 =$	$6 \times 6 =$	$4 \times 6 =$	$18 \div 3 =$
$18 \div 3 =$	$2 \times 6 =$	$4 \times 6 =$	$4 \times 6 =$
$30 \div 6 =$	$6 \times 5 =$	$3 \times 6 =$	$6 \times 2 =$
$6 \times 4 =$	$6 \times 5 =$	$24 \div 6 =$	$6 \times 2 =$
$6 \times 4 =$	$12 \div 2 =$	$3 \times 6 =$	$6 \times 6 =$
$6 \times 3 =$	$5 \times 6 =$	$2 \times 6 =$	$6 \times 4 =$
$6 \times 3 =$	$5 \times 6 =$	$6 \times 3 =$	$12 \div 6 =$
$3 \times 6 =$	$18 \div 6 =$	$6 \times 5 =$	$6 \times 6 =$
$2 \times 6 =$	$6 \times 5 =$	$5 \times 6 =$	$6 \times 4 =$
$24 \div 4 =$	$6 \times 6 =$	$18 \div 6 =$	$24 \div 4 =$
$4 \times 6 =$	$6 \times 2 =$	$6 \times 4 =$	$6 \times 3 =$
$6 \times 6 =$	$3 \times 6 =$	$5 \times 6 =$	$2 \times 6 =$

First part of 6 times table


Homework



- We will continue to use Google Classrooms to set homework.
- Your child has received their class code
- There will be a selection of optional tasks linked to your child's topic.
- Alongside this, we also expect children to regularly engage in:
 - **Spelling practise** - sent home at start of term
 - **Reading** and responding in their reading record
 - **Times tables practise** - a two-minute quiz most days

Homework





Unit Heading – Term X

Southville Primary School

Home Learning

Year X

Expected Ongoing Tasks	Optional Task: Complete an activity a week from the list below. It can be loaded onto Google Classrooms or handed in to the teacher.		
<p>Maths</p> <p>Practice the times tables you are learning every day. Here is a link to what we are learning and when, along with the booklets. Take home your school practice booklet too and focus on the times tables you are getting incorrect.</p>	<p>Share your vision of the world you want</p> <p>Create your vision of the world you want and everything on it. Express yourself through poetry, art, film or in any way you choose.</p>	<p>Where does your food come from?</p> <p>Have a look at where your food in your house comes from. Can you find those countries on a map? Challenge: Can you make a meal or your packed lunch from ingredients grown locally?</p>	<p>What are your top ten tips on how to save the planet?</p> <p>Share your knowledge with others, and help them to become eco-heroes too!</p>
<p>Spellings</p> <p>A little and often is best! Even though there aren't weekly tests, it's still important to practice them. Try to find out what the words mean and have a go at putting the words into sentences.</p> <p>Complete the Spelling Shed activities.</p>	<p>How do you recycle?</p> <p>What ways do you already do this? Can you think of any new ways you could do this at home? Maybe you could swap books with a friend or buy pre-loved clothes or wrap presents in newspapers?</p>	<p>Eco-Friendly Recipe</p> <p>Find or create a recipe that uses locally sourced, seasonal ingredients. Make the dish with your family and bring photos or samples to share.</p>	<p>Recycled Art Project</p> <p>Create a piece of art or a model using only recycled materials. Bring it to school and share how each item was reused.</p>
<p>Reading</p> <p>Read with someone at home daily for around 20-30 minutes. Bring your book and reading record in on your DEAR day.</p> <ul style="list-style-type: none"> - Peters has book lists covering key themes and popular topics - School Reading List has regularly edited lists of recommended reading books for children aged 3-11. - Use your local library. Search for book titles here. <p>Here are some examples of the type of questions we ask at school during KS2 reading lessons.</p>	<p>Environmental Poster</p> <p>Design a poster to raise awareness about a climate issue (e.g. plastic pollution, deforestation) and suggest ways people can help.</p>	<p>Documentary Viewing</p> <p>Watch an age-appropriate documentary (e.g. David Attenborough) about climate change or environmental conservation. Share three new things you have learnt with the class.</p>	<p>Upcycled Clothing</p> <p>Upcycle an old piece of clothing into something new and useful. Share before and after photos with your class.</p>
	<p>Useful sources of information</p> <ol style="list-style-type: none"> 1. Climate Kids 2. National Geographic Kids 3. BBC Bitesize - Climate Change 4. SciShow Kids - Climate Change 5. WWF 	<p>Additional unit reading books (Non-Fiction)</p> <ul style="list-style-type: none"> - "The Tantrum That Saved the World" by Megan Herbert and Michael E. Mann - "Old Enough to Save the Planet" by Loll Kirby - "Climate Change (DK Eyewitness)" by John Woodward 	<p>Additional unit reading books (Fiction)</p> <ul style="list-style-type: none"> - "Hoot" by Carl Hiaasen - "The Last Wild" by Piers Torday

Communication



CONNECTION



COURAGE



IMAGINATION



CARE

Communication



- **Parents' Evening** takes place in:
 - **Autumn** (week beginning 11th November)
 - **Spring** (week beginning 3rd March 2025).
 - Your child will receive an end-of-year report in **Summer**.
- The newsletter is sent out **every Friday** and it has all of the important whole school news and updates
- We will be sending out a year group specific **Weduc message every Friday**
- Action shots of school life are on the school's social media channels (**Twitter / Facebook / Instagram**)
- Please feel free to come over for a chat when we are dismissing the children. Please note that you may have to wait until all of the children have been dismissed and / or have to arrange a meeting at another time.

Any questions?

