

# Welcome to Oak Class!

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- Teacher:
- Monday: Mrs Lammas and Dr Inglis
- Tuesday-Friday: Mrs Jones-Lloyd
- Assistant Teacher: Mrs Lammas and Miss Hood
- Mrs Ryan 1:1

# Loving for Today, Learning for Tomorrow, Forever in Faith

- Independence within Oak Class
- Behaviour systems already embedded at Northaw
- 6 R's

## Values

### Resilience

Being ready, willing and able to lock onto learning, to keep going when things get tough.

### Reasoning

To be able to think through problems and being ready to make sense of a given situation in order to either learn from it or to solve a problem or create something.

### Respect

Thinking about how we should behave appropriately towards our peers, adults, our own learning opportunities, our resources and our environment.

### Reflection

Being able to look back on our work, experiences, experiences of others and on the world around us and learn from this.

### Responsibility

Being aware of our roles and responsibilities, how we should behave, what we should do and why.

### Resourcefulness

Being ready and willing and able to learn in different ways.

# Curriculum

**English**  
Guided reading  
Secrets of a Sun King (Emma Carroll)  
Writing  
Non-chronological report  
Recount  
Beyond the Lines  
Coming Home  
Unexpected Guest

**Mathematics**  
Year 5  
Number: place value  
Number: addition and subtraction  
Statistics  
Number: multiplication and division  
Measurement: perimeter and area  
Year 6  
Number: place value  
Number: addition, subtraction, multiplication and division  
Number: fractions  
Geometry: position and direction


**Science**  
Properties and changes of materials  
Electricity

**Art and design**  
Antoni Gaudi: Architecture and design  
*Christmas*

**Computing**  
Computing systems and networks.  
Systems and searching  
Communication and collaboration

**Design and technology**  
Food – Celebrating culture and seasonality

Northaw CE Primary School



**Our Autumn Learning Journey**

**Geography**  
Compass points and grid references

**History**  
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt

**Music**  
Getting started with music tech  
Emotions & musical styles

**Personal, social, health and economic education**  
Being me in my world:  
Identifying goals for the year  
Global citizenship  
Children's universal rights  
Feeling welcome and valued  
Choices, consequences and rewards  
Group dynamics  
Democracy, having a voice  
Anti-social behaviour  
Role-modelling  
Celebrating difference:  
Perceptions of normality  
Understanding disability  
Power struggles  
Understanding bullying  
Inclusion/exclusion  
Differences as conflict, difference as celebration  
Empathy

**Physical education**  
Badminton  
Dance  
Gymnastics  
Fitness

**Religious education (Christianity & Judaism)**  
Celebrations, key events in life and pilgrimage  
Symbolic ways of expressing meaning  
Exploring the incarnation through the Christmas story  
*The Bishop's Harvest Appeal (the first week in October)*

**French**  
La Phonétique  
Quel temps fait-il?  
La famille

For additional information and key vocabulary, please see our website.

# Writing

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- To develop independent reflection and peer feedback.
- To ensure that pupils are writing quality extended pieces more regularly to develop writing stamina.
- To secure 'basic' punctuation in KS1 and KS2. Basic punctuation becomes embedded so it is 'automatic.'
- To improve spelling in order to secure a greater percentage working within EXS.
- To develop the understanding of grammar in line with EXS (SPAG).

## Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>



### How to make a human.

To create each human <sup>soul</sup> you <sup>must</sup> gather a wide range of emotions <sup>with</sup> to be gathered: happiness, anger, fear, bad experiences, jealousy, friendship, love and humour.

1) Initially, cautiously fill up a cauldron  $\frac{2}{3}$  of the way up (1000ml) with concentrated happiness - make sure this is high-quality otherwise the human's feelings will seem artificial, making it unable to take anything seriously.

2) Next rapidly drop in a couple of handfuls of anger; ensure that they have been thoroughly pounded and most importantly be wary not to overdose or the being will become aggressive, leading it to become unapproachable and unable to make friends.

3) Once the mixture has been concocted into a ~~red~~ vivid pink, continue stirring

until all the lumps have dissolved. Once this is completed, add in roughly  $\frac{1}{2}$  of year - be cautious to sprinkle in the correct dose on the human soul will either be too big for its boots or a coward who never does anything.

4) Following this, let the eight teaspoons of bad experiences simmer at a low heat; swiftly pour the ~~eye~~ paste into the once it has become a <sup>vibrant</sup> green colour. Follow this step carefully or the person will never learn from its mistakes and make the same, dumb mistakes repeatedly.

5) After allowing the mixture to rest for an hour, rapidly crumble a small block of responsibly-sourced friendship. This is a very important quality due to the fact it will help develop friends who could help in the robot rebellion!

6) Consequently, with a cautious manner, slice a <sup>hundred</sup> 100% piece of love and melt it in

# Reading

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- Whole class Guided Reading
- Reading opportunities across the curriculum
- Children will have the opportunity to choose a book from our library and change their books- MONDAY
- Expectation is to read daily (or at least 5 times a week)
- Magazines, newspapers, comics
- Book talk –comprehension
- Librarys!! Borrow Box

# Maths

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- Number fluency (helps with arithmetic/calculation skills)
- Number bonds essential (building blocks) 10, 20, 100 & 1000
- Understanding of place-value and partitioning
- Knowing your tables –with division complements (all tables at the start of Year 5 -TTRS)
- Using and applying maths –playing games (natural inbuilt risk with them)
- Practical maths –time & shopping
- Practise make permanent!

# E-Safety

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- A big emphasis is placed on E-Safety at Northaw
- Taught in Computing lessons
- Things to think about: Age appropriate websites and games, parental control, social networking (including Whatsapp!)

# Homework

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- Home Reading –5 times a week at least with mini library completed once a week.
- Times Tables –Practise at home TTRS
- Occasionally other homework may be set on topic/RE/science (usually to be completed during holidays).
- CPG books
- Home Learning tab on website

# Equipment

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- We provide: blue handwriting pen, pencils, sharpener, rubber, glue stick, ruler, red pen, whiteboard pen, colouring pencils, scissors.
- PE kit to be worn to school on a **Thursday and Friday**
- Reading book
- Water bottle
- Forest school on Mondays- wellies and coats needed

# Routines

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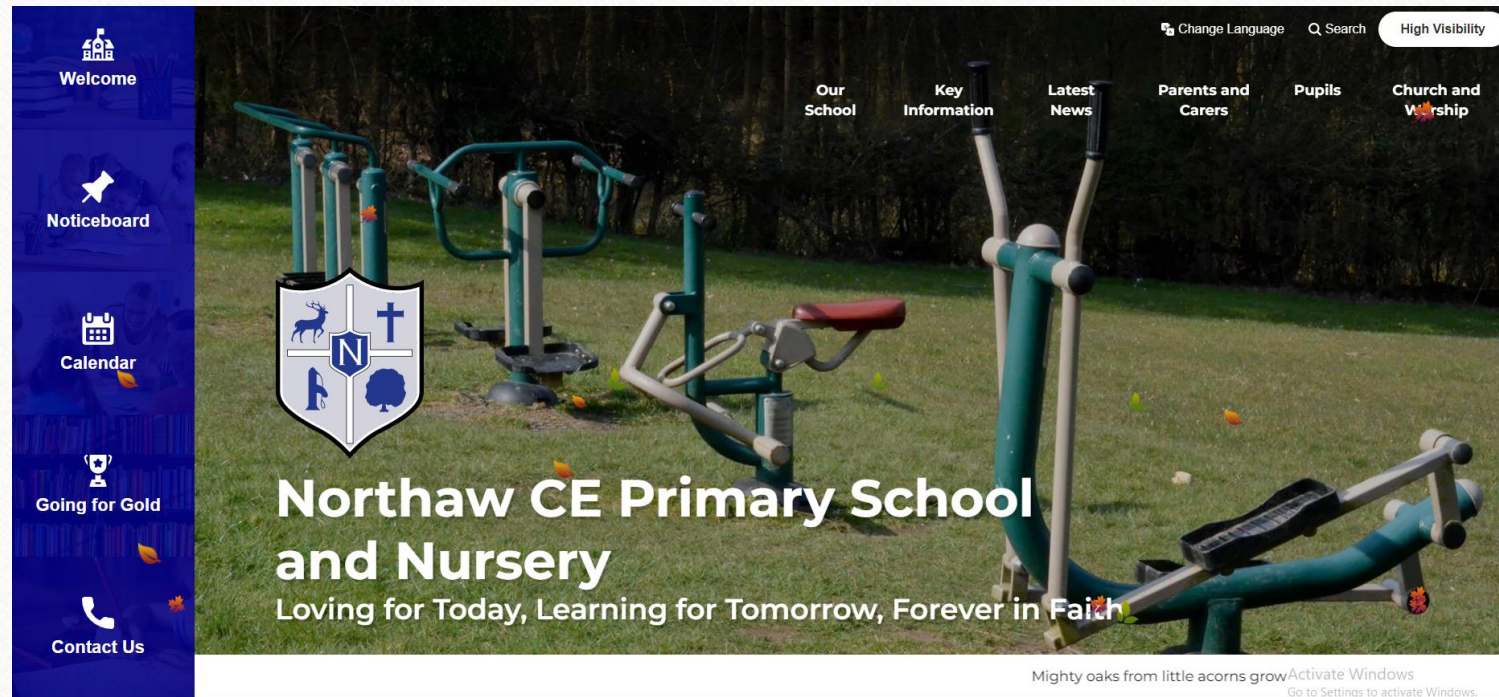
- 8:35am gate will open- children will come in and complete early morning work. Gate shuts at 8:45am for the register.
- 3:20pm- home time
- Homework: half termly
- TTRS and Reading is also expected to be completed
- PE on a Monday and Friday
- Forest Mondays

# SATs

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- Summer term
- **11 – 14 May 2026**
- English (SPAG and reading) and Maths (arithmetic and reasoning x 2)
- Teacher assessment (Science, Writing)
- Please do not worry and if you do have any concerns let me know
- Access arrangements- we apply with evidence
- We complete practice papers throughout the year

# Website



<https://northaw-c-of-e-primary-school.secure-primariesite.net/>

# Important dates

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- Transition to secondary: 31<sup>st</sup> October deadline for application. 2nd March allocation day.
- Please regularly check your emails for important changes
- If your email or phone number has changed please update it with the office team
- School trips / dress up days
- 14th/15th October parents evening
- End of year play- village hall
- Check the website!

# Questions

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