



# Year 5

# Introduction Evening

September 2025

# Staffing

The Senior Leadership Team includes:



**Sarah Sheepy**  
Head Teacher



**Nick Williams**  
Head of School



**Orlando Graña**  
Deputy Head



**Kerry Pope**  
Deputy Head and DSL



**Andy Johnston**  
Y5-6 Phase Leader



**Liz Munday**  
SENDCo

# Staffing

The Senior Leadership Team includes:



**Ben Mansell**  
5BM

**Margaux Coombe**  
6MC

**Holly Allsopp**  
5HA

The teaching assistants in Year 5 are:



**Vicky Kopaila**  
6WH



**Louise Cunliffe**  
6MC

# Year 5: Curriculum



The children experience a varied curriculum at Coten End.  
An overview of the year's curriculum content can be found on the website.

**The learning themes in Year 5 are:**

## AUTUMN

## SPRING

## SUMMER



Marvellous Mayans

Magical Muggles

The Truth is Out There

The Explorer

Traders and Raiders

**History:** Ancient Maya

**Science:** Properties and Change of Materials

**Science:** Earth and Space

**Science:** Living Things and Their Habitats

**History:** Anglo-Saxons and Vikings

**PE:** Swimming and Netball

**Geography:** Geography of the UK

**DT:** Moon Buggies

**Art:** Japanese Prints

**Science:** Materials

**Music:** UpBeat

**DT:** Hogwarts House Banners

**PE:** Gymnastics and Tag Rugby

**Music:** UpBeat

**PSHE:** Changing Me

# Year 5: Curriculum Enrichment



Children take part in a range of curriculum enrichment experiences throughout the year.

**In Year 5, curriculum enrichment includes:**

AUTUMN

SPRING

SUMMER

**EVENT**



Maya Workshops



Harry Potter Studios



XXX



XXX



XXX

**DATE**

17.09.2025



19.09.2025 (6AJ)  
22.09.2025 (6MC)  
23.09.2025 (6WS)



**COSTUME**



School Uniform

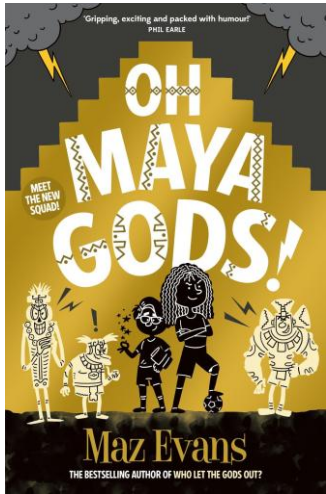


School Uniform

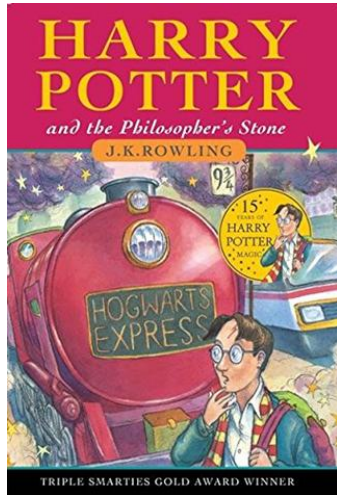
# Year 5: Key Texts

During lessons, the children will have opportunities to read and explore a wide variety of rich literary texts, including:

## AUTUMN

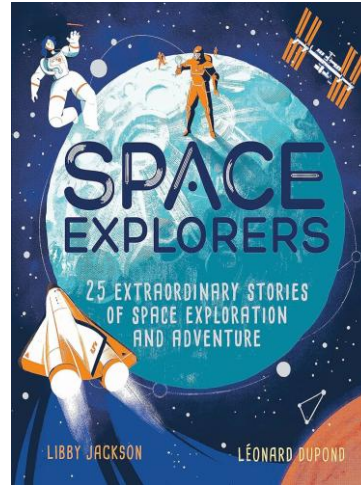


Oh Maya  
Gods by  
Maz Evans

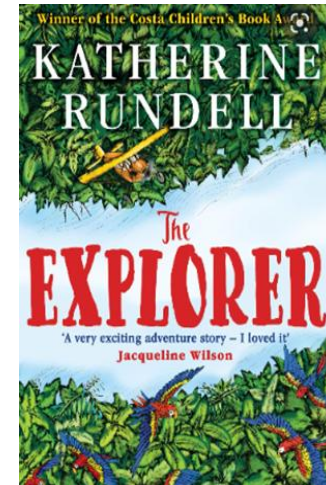


Harry Potter  
and the  
Philosopher's  
Stone by JK  
Rowling

## SPRING

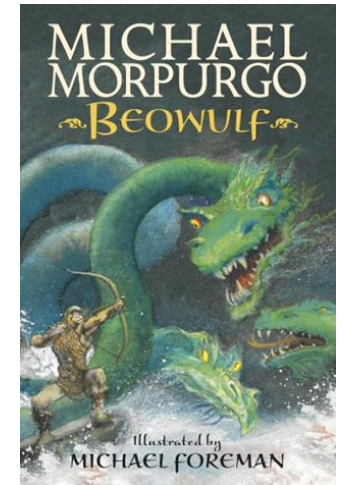


Space  
Explorers by  
Libby  
Jackson



The  
Explorer by  
Katherine  
Rundell

## SUMMER



Beowulf

# End of Year 5 Expectations



We have created a pack of useful information for parents to help at home.

- Target walls for Mathematics and Writing
- Examples of Y5 writing at the expected standard
- Examples of questions to ask when reading to support comprehension
- A recommended reading list
- Calculation methods for the four operations
- Examples of problem-solving questions

**Come and Learn sessions will take place through the year for Reading, Writing and Mathematics with ideas and information to help with supporting at home.**

# Year 5: Homework



- Accelerated Reader has been very successful in increasing the amount of reading and will continue, alongside myON for homework.
- Mathematics: Task related to current or prior teaching.
- myON Reading Task assigned to be read and quiz completed.
- Daily Reading: AR quiz to be completed in school when a book is finished.
- Regular multiplication fact practice: TTRockstars.
- Spellings will no longer be tested weekly, but lists will be provided for practice at home. The spelling rules will be taught in school.

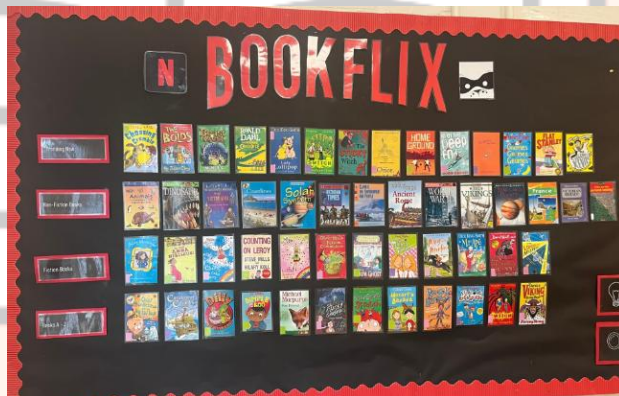
**Homework is set on a Thursday and marked together as a class on Monday.**



**Accelerated**<sup>TM</sup>  
Reader

We have a very wide selection of books, across a range of genres, located in our school library. You will also find that many of the children's books at home can be found on AR as there are quizzes on more than 200,000 books, ensuring children never run out of choices. Use this link to check whether a book is part of the AR scheme:

[www.arbookfind.co.uk](http://www.arbookfind.co.uk)



RENAISSANCE  
**myON**

myON ensures all students can engage in frequent, high-quality reading practice with unlimited, 24/7 access to over 7000 thousand digital books



# Uniform



- Grey or black trousers
- Pinafore dress or skirt
- Grey or black trousers or shorts
- Red or white polo shirt
- Red sweatshirt or jumper or cardigan
- Red and white summer dress
- Grey or white socks
- Grey, white or red tights
- Wellies
- Black shoes (trainers, Vans, Dr Marten-style boots, and sandals are not suitable)
- A suitable coat for all weathers (any colour) – a hoodie is not an acceptable alternative for a coat.

# PE Kit



Children to have PE kit in school and will change into this on their PE days; this is a change for KS2 who should come to school in their uniform and not remain in PE kit all day.

PE kit will be sent home every fortnight for washing.

## **The following PE kit may be worn:**

- Red or white round necked t-shirt
- Black PE shorts or skort
- Black or navy blue jogging bottoms
- Black or navy blue tracksuit top or sweatshirt (not a hoodie)
- Black pumps/plimsolls for indoor PE
- Trainers for outdoor PE (Years 1-6)

There should be no branded logos/designs on any of the PE clothing nor should children wear any football kit.

If these are brought to school for PE, the children will be asked to take them home again and will be given spare PE kit to wear for the lesson that day.

# OPAL (Outdoor Play and Learning)



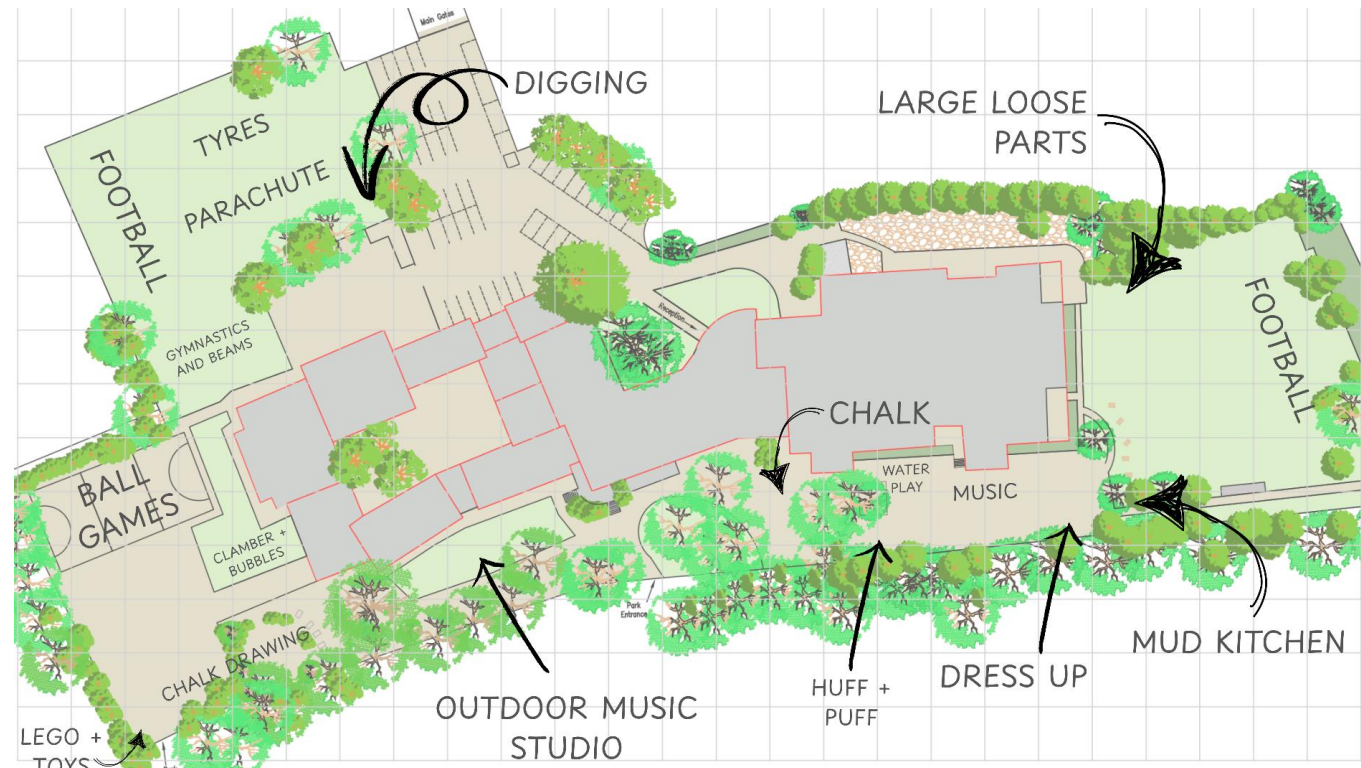
We have come very far with our play offer over the last 18 months.

We have lots of welly donations available at the back so have a look through at the end.

Wet weather gear! Optional, but if your child has got waterproof trousers as well as a waterproof coat, they are welcome to bring them in.

Children must have wellies in school.

Y5/6 may choose to bring in high-ankle walking boots if they prefer.



# Relationships and Behaviour



**At Coten End, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. Our vision is that everyone at Coten End is valued, treated with respect, fulfils their potential and learns without limits, through an ambitious and inclusive curriculum.**

## **New School Rules: BE RESPECTFUL, BE SAFE**

- New Relationships and Behaviour Policy will be circulated to parents this academic year once finalised.
- We aim to take a non-judgemental, curious, and empathic attitude towards behaviour.
- Building positive relationships with all children as these relationships are essential to support positive behaviour.
- Importance of praise and positive reinforcement.
- Use of 'Zones of Regulation' to support self-regulation.
- Modelling consistent, calm behaviour.
- Encourage pupils to take responsibility for their actions and understand the consequences of their behaviour on others.
- Teach pupils effective communication skills, empathy, and active listening, to help them resolve conflicts in a constructive manner.

# Value Awards



 Coten End  
**Values Award**

awarded to \_\_\_\_\_

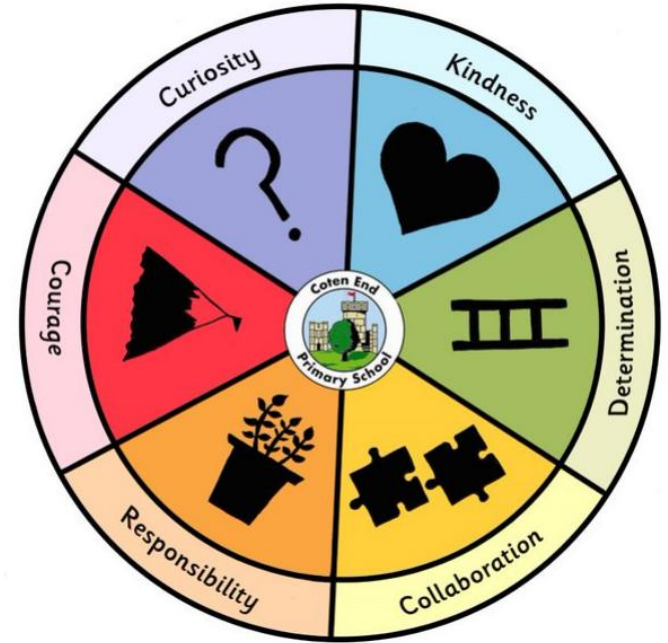


class \_\_\_\_\_

for \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

signed: \_\_\_\_\_ date: \_\_\_\_\_



Values Awards and two Achievement Awards will be presented each week in assembly

Year 5 Celebration Assembly will take place in Lower School Hall On Fridays

Mathematician and Writer of the Week will be presented in the school corridor via the office weekly

# Communication



## Ways in which communication is shared, include:

- **School App (MCAS) Communication** from school office, lunch orders and payments, trip payments, absence notification/
  - **Essential: enable push notifications.**
- <http://www.cotenend.warwickshire.sch.uk/>
- **School website:** fortnightly newsletters, class blogs, knowledge organisers
- **Google Classroom:** homework, spelling

Please update us of any changes of address, phone number, medical needs.

# Coten End Primary School

## Parent Smartphone Agreement

In partnership with parents, Coten End Primary School has a full ban on smartphones for children attending the school.



Where a phone is needed for communication between parent and child, we recommend a basic phone that does not have access to the internet. GPS tags can be used for peace of mind.

### Coten End Primary School's position on smartphones

In view of mounting evidence that access to a personal smartphone is harmful for children, we recommend that children are not given a smartphone for personal use until the age of 14 at the earliest, ideally not until they reach 16.

As such they are banned for children at Coten End Primary School and cannot be brought onto the school site by pupils.

If children are found with a smartphone during the school day, the device will be confiscated by staff and returned to a parent or carer at the end of the school day.

Full copy of  
the  
Smartphone  
Agreement



Annex 1



**MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.**

# Attendance



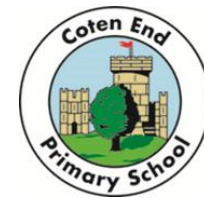
We are committed to working in partnership with families to achieve the best possible attendance for your child.

- Set high expectations regarding your child's attendance at school
- Absence from school affects your child's progress both academically and socially
- Target of no more than **three days** absence per academic year
- Avoid absence from school where possible
- Contact the school office each day before 9.30am either by email, telephone or via the app
- DO NOT take family holidays during term time: risk of penalty notice > 10 days consecutive absence
- Avoid GP and dental appointments during school hours
- If your child is reluctant to come to school, share any concerns with the appropriate member of school staff to seek support at the earliest opportunity.
- See the Attendance policy which can be found on the school website
- **Attendance Lead:** Kerry Pope
- **Parent Support Advisor:** Nicky Pittaway
- Coughs and colds don't usually mean a child needs to be kept at home. We can keep their medicine e.g., Calpol in the school office and administer it, with your permission, to help them through their day.



No more than 3 missed school days across the academic year

# Lateness and Punctuality



We are aware that consistent lateness can have an affect on a child's entitlement to education.

As a school we have clear expectations that children should be in on time, each day. When appropriate, parents/carers will receive half termly information when the school is concerned about your child's lateness.

School doors open at **8.40am** and close at **8.50am**.

Any child who arrives after 8.50am will need to do so through the school's main office.

Children who are late must sign in through the school's system with a reason, accompanied by a parent.

All late episodes are recorded on the school's registration system along with the minutes absent, past 8.50am.

Each week the Attendance Support Team will monitor those children who are late and record any patterns of punctuality concerns.

If necessary, parents/carers will be contacted to discuss their child's punctuality.

When there are consistent punctuality concerns or patterns, it may result in further conversations with a member of the Attendance Support Team. This could result in a meeting and a support plan to be implemented.

## EVERY MINUTE COUNTS

MINUTES LATE PER DAY	EQUIVALENT OF MISSING	HOW MANY LESSONS THIS IS MISSED
5 MINUTES	3.4 SCHOOL DAYS A YEAR	17 LESSONS
10 MINUTES	6.9 SCHOOL DAYS A YEAR	35 LESSONS
15 MINUTES	10.3 SCHOOL DAYS A YEAR	51 LESSONS
20 MINUTES	13.8 SCHOOL DAYS A YEAR	69 LESSONS
30 MINUTES	20.7 SCHOOL DAYS A YEAR	104 LESSONS



# Relationships and Behaviour



- If children feel safe, happy and respected they are more likely to display pro-social behaviours. They don't always get this right and it is vital that, when they do get it wrong, they are given a fresh start. Every day is a new day.
- When 'unexpected' behaviours occur, a restorative approach is taken: children are encouraged to take responsibility for their actions and are involved in finding positive ways to repair any harm caused.
- Restorative conversations will be logged (instead of Reflection Cards) but will no longer be sent home. Parents will always be informed by class teachers if there are concerns regarding a child's behaviour.
- We aim to help the children look at the harm they have caused to others and see that their consequence is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.
- Though our behaviour policy strives to be fully inclusive, some children may require additional support and a personalised plan to support their behaviour in school.

# Relationships and Behaviour

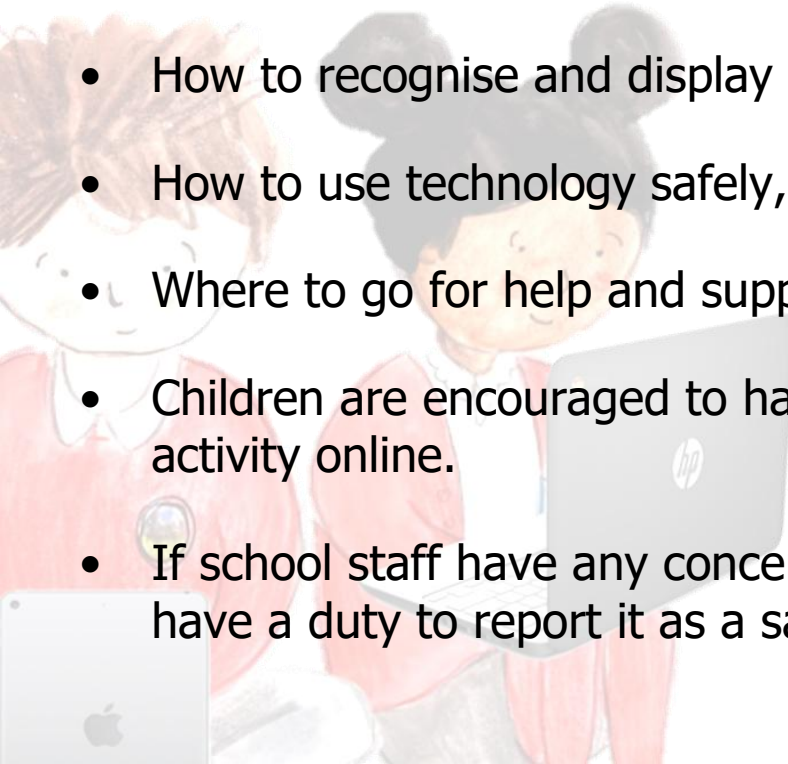


- The school's values, above, continue to play an integral role in promoting positive behaviour choices in school. They are referred to when offering praise; children are rewarded with stickers and certificates related to the values – and the values are directly referenced when having restorative conversations with children.
- The school's restorative approach encourages pupils to take responsibility for their actions and understand the consequences of their behaviour on others. 'Repair' may be through actions or an apology (sometimes this is supported/facilitated by an adult).
- As well as the relationships that staff build with children, the relationship between teachers and parents/carers is equally as important and is reciprocal in nature. Just as parents/carers may look to the school for support, the school may also reach out to parents. Having an open relationship, where any issue can be discussed, is key to a successful year.
- Hierarchy, related to role in school, is not used. All staff offer the same consistent messages to children – so that children know that all staff have the same expectations of behaviour and that behaviour choices are dealt with in the same way.
- The use of 'Zones of Regulation', and other self-regulation strategies, are explicitly discussed with children to help children regulate their emotions (with the support from adults), so they are ready to learn.



# Online Safety

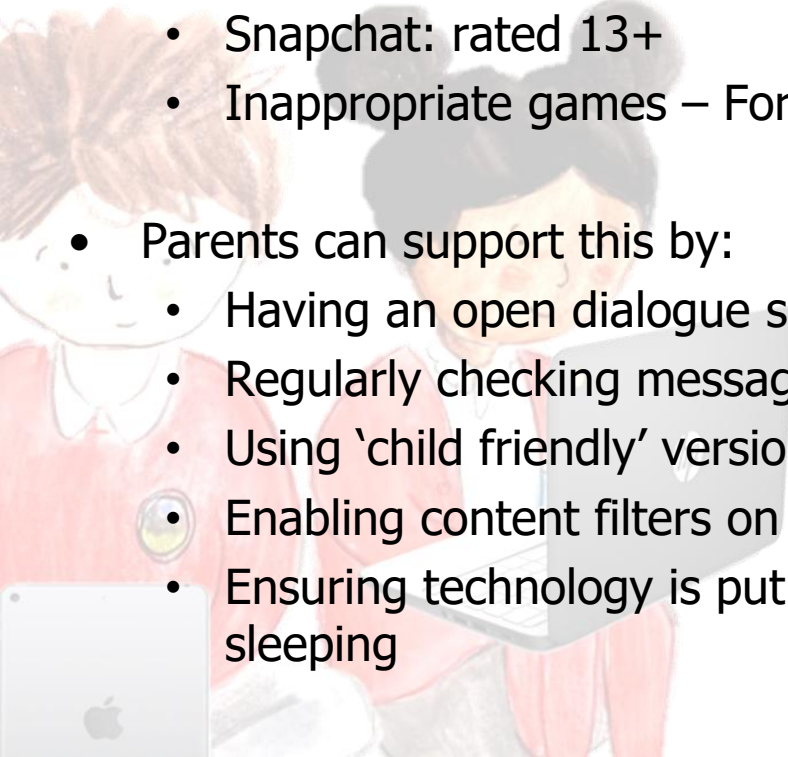
- At Coten End, we teach children about Online Safety through, but not limited to, our RHSE, PSHE and Computing lessons.
- We encourage the children to consider what positive, healthy and respectful online relationships looks like
- The effects of their online actions on others
- How to recognise and display respectful behaviour online
- How to use technology safely, responsibly, respectfully and securely
- Where to go for help and support when they have concerns.
- Children are encouraged to have open and honest conversations about their activity online.
- If school staff have any concerns surrounding a child's online activity, they have a duty to report it as a safeguarding concern.



# Online Safety



- There has been a noticeable rise in how technology use at home can affect children within school.
- We regularly see stress, anxiety and mental health issues linked to use of:
  - Mobile Phones – WhatsApp is rated 16+
  - YouTube
  - TikTok: rated 13+
  - Snapchat: rated 13+
  - Inappropriate games – Fortnite 12+, Grand Theft Auto 18+
- Parents can support this by:
  - Having an open dialogue surrounding use of technology
  - Regularly checking messages and internet usage
  - Using 'child friendly' versions of websites eg. YouTube Kids
  - Enabling content filters on all devices, including gaming consoles.
  - Ensuring technology is put away at a reasonable time eg. 1 hour before sleeping





# Online Safety: Further Support

## Websites with further information for parents, carers and young people:

- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [www.commonsemmedia.org](http://www.commonsemmedia.org)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.net-aware.org.uk](http://www.net-aware.org.uk)
- [www.internetmatters.org](http://www.internetmatters.org)

## Warwickshire County Council Websites:

- [www.cybersafewarwickshire.com](http://www.cybersafewarwickshire.com)
- <https://www.Warwickshire.gov.uk/keeping-child-safe/cyber-safety/1>
- [www.safeinwarwickshire.com/prevent](http://www.safeinwarwickshire.com/prevent)

## Online Gaming Information and Support

- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-games/>
- <https://www.thinkuknow.co.uk/parents/articles/gaming-whats-appropriate-for-your-child/>
- <https://www.net-aware.org.uk/networks>
- <https://www.commonsemmedia.org/>





# Pupil Premium



If your child is eligible for Free School Meals, they are also entitled to a range of support in school funded by the Pupil Premium Grant.

This includes access to additional learning and extra-curricular opportunities, financial support for school trips and a fully funded music lesson or sports club.

Even if children are only eligible for Free School Meals for a short time, they continue to receive Pupil Premium funding for **6 years.**

You can find out if your family is eligible on the Warwickshire County Council website: <https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

# Pupil Premium: Eligibility



To apply for free school meals, visit:

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

## Eligibility

Families who receive the following are eligible for free school meals:

- income support
- income-based Jobseeker's Allowance (JSA)
- income-related employment and support allowance (ESA)
- guarantee element of state pension credit
- Universal Credit (with an annual income of less than £7,400)
- Both income-based and contribution-based JSA/ESA if you receive the same amount for both. You should also qualify if you receive both, but the income-based amount is greater, but not if the contribution-based amount is greater.
- Families who are awarded Child Tax Credit and have an annual income assessed by HMRC to be no more than £16,190, providing there is no entitlement to Working Tax Credit (unless in respect of a 4-week 'run-on').

**If you would like to talk in more detail about this with school staff, please do not hesitate to contact us and we will be happy to help with any part of the process.**