



Meet the Teacher Evening 2025

Miss Roe (5R)

Miss Sharrock (5S)

Mrs Bennett (5R & 5S)

Mrs Nicholls (Year 5 Teaching Assistant)

RESPECT

COURAGE

COLLABORATION

ASPIRATION

ENJOYMENT

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The Year Five Team



Miss Roe
Year 5 Teacher

Miss Sharrock
Year 5 Teacher

Mrs Bennett
Year 5 Teacher Part
Time

Class teachers

Teaching Assistants



Mrs Nicholls
Teaching Assistant

Miss Sharrock and Mr Williams will teach PE (Tuesdays and Fridays).
Mr Walker – Brass every Tuesday 5R until February and then 5S until the end of the year.

Mrs Keen will teach a variety of subjects throughout the year.



Year 5 Timings of the day

08:40 – 8:50	Gates open and children come straight in for morning work all
08:50 – 09:00	Registration and lessons begin
10:50 – 11:10*	UKS2 break time
12:10 – 13:00*	Lunchtime
15:20	Home time via UKS2 corridor*

Walking home and mobile phones permission slips must be handed to your child's class teacher.

Please help us to make a prompt start by ensuring your child is in school on time.

*Currently, the corridor between KS1 and KS2 is being rebuilt therefore access between sites is more complex. Children arriving late after the gate has closed will impact other classrooms and their working environment so punctuality is of the utmost importance.



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Provisional dates for your diary

Tempest Individuals Photographs: Wednesday 10th September

UKS2 Harvest: Wednesday 8th October 10:00-10:30am

Autumn Parents Evenings: 15th and 16th October

INSET Day: Friday 24th October

Christmas Dinner and Jumper Day: 10th December

UKS2 Christmas Carol Concert: 15th December – 10:30 am -11:15 am

Christmas INSET Day: Friday 19th December

Spring Parents Evenings: 4th and 5th February

UKS2 Sports Day: 25th June 1:45pm

Summer Fayre: 26th June 2026

Dates of Family Learning, Visits TBC

The school calendar on website is updated regularly (under Parent News – please check)



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Contact with school staff

- If you need to contact us then please put a message in your child's reading diary (and encourage them to show us!)
- Catch us at the end of the day when picking up your child.
- If your child is going home with another child/family, please ensure a message is sent into school as part of our safeguarding procedures.
- Please note, we endeavour to respond to all queries the same day; however on occasions when this is not possible, we will respond within 48 hours within the working week.
- Senior Leadership Team open the gates each morning and are available should you need them at the beginning of the day.
- Please call the office if you have a more detailed query and we will arrange to call you back.

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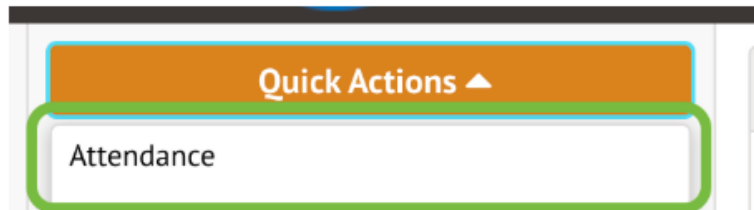
School Communication



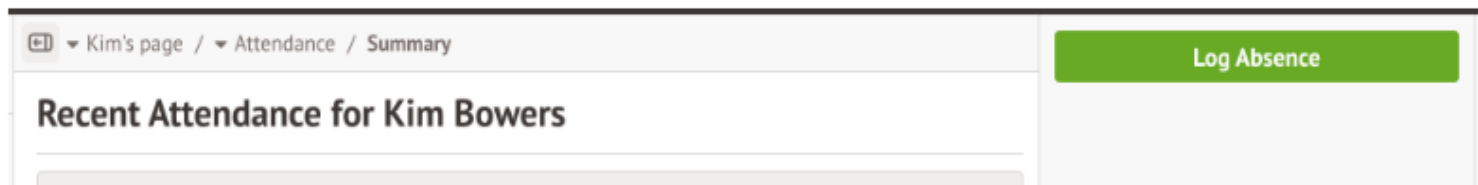
- All communication is now through the Arbor app or email – please makes sure you have access
- Logging absence function

Recording an absence

Step 1 To record an absence, click on the **Quick Actions** button and then click **Attendance**.



Step 2 From here, click the green **Log Absence** button in the top-right of the page.



Step 3

A screenshot of the "Log Absence" form. At the top, the title "Log Absence" is centered. Below the title is a light blue informational box containing the text: "This form lets you notify that Kim will be absent today, Tue, 02 Jul 2024. If you need to record an absence for a future date, you will need to contact the school." Below this box is a form with the following fields: "Student" (Kim Bowers), "Date" (Tue, 02 Jul 2024), "Absence start*" (09:00), "Absence end*" (15:45), and "Reason*" (Please provide a reason for the absence). At the bottom right of the form are two buttons: a grey "Cancel" button and a green "Log Absence" button.

Please note: you must complete the reason for the absence for it to be accepted

Parent Code of Conduct

At Leasowes, we truly believe that a positive and honest relationship between home and school is vital towards your child's education. Our Parent Code of Conduct, clearly states what we will endeavour to offer you and what we expect in return. These were signed last year and only need to be signed for once during your child's time at school. Please can we remind parents to follow our school values when using WhatsApp groups. The best way to sort out any queries is to contact school directly and we will endeavour to resolve quickly and efficiently.

As always, we thank you for your ongoing support.



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.

What the School will offer you:

- A vision and values that enable your children to flourish.
- A caring and safe environment.
- A professional and welcoming environment.
- Clear, prompt and appropriate communication between school and home.
- A point of contact appropriate to the concern.
- Staff who will empathise with a given situation.
- Staff who will listen to your concerns, take them seriously and approach them with integrity.
- Opportunities to interact with your child and their education within and outside of school.
- Strict confidentiality, including through social media.

What we expect of you:

- Ensure that your child attends school every day possible.
- Ensure that your child is in school on time and that they are picked up at the right time at the end of day.
- That you treat and talk to the staff in the manner in which you would expect to be treated.
- Seek to clarify a child's version of events which includes the school's point of view.
- Support the school to enable the children to live by the school values and charter.
- Use any social media linked to school, including WhatsApp, in an appropriate and respectful manner.
- Never use defamatory or offensive language when discussing the staff of the school; online or offline.
- Understand that decisions made are for the good of all children.

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.

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 form



- Collaboration is at the heart of our teaching and learning
- We celebrate our learning with images of children working collaboratively
- We would like to celebrate learning with parents by sending some books home at the end of the year – permission has to be sought to do this
- Other photo/video permissions (e.g. X, website etc) are personal choice but we are careful with what, why and how we post and share images
- We need permission to take collective photographs
- Complete paperwork and return as soon as possible
- If you would like to change your child permissions, see class teacher.



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Timetable



Typical Mornings:

Core Subjects: Reading/GPS, Writing and Maths.

Typical Afternoons:

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

All children will begin the afternoon with reading time or time to improve mathematical fluency.

- PE days: Tuesdays with Mr Williams and Friday with a Y5 class teacher.
- PE: Children must be able to remove earrings by themselves.
- All kits will be kept in lockers – we encourage that these are washed weekly. Please bring in on a Monday and take home on a Friday.
- Children change, separated by gender, at the beginning and end of the session.
- Brass: Every Tuesday (5R until February and 5S until Summer).

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Curriculum Units



- The Victorians - Autumn 1
- The Americas - Autumn 2 / Spring 1
- The Ancient Egyptians - Spring 2
- The Mayans – Summer 1
- Map Reading and Orienteering – Summer 2

Knowledge about the Victorians	Subject-Specific Vocabulary	Y5 The Victorians																																								
<ul style="list-style-type: none"> <input type="checkbox"/> The House of Hanoverians follows the Tudors and the Stuarts. <input type="checkbox"/> Queen Victoria was the last monarch to rule under the House of Hanoverians. <input type="checkbox"/> Queen Victoria was the longest reigning monarch in British history, ruling from 1837 to 1901. before Elizabeth II. <input type="checkbox"/> Queen Victoria ascended to the throne on the 20th June 1837. She was 18 years old. <input type="checkbox"/> Queen Victoria's coronation took place at Westminster Abbey on 28th June 1838. <input type="checkbox"/> Queen Victoria's reign had a great impact on the culture and life of the nineteenth century. <input type="checkbox"/> Queen Victoria made a series of sensible decisions which saw rapid advances in England in terms of politics, technology, education and the economy. <input type="checkbox"/> Queen Victoria opened the Great Exhibition in 1851 which included almost every marvel of the Victorian age, including pottery, porcelain, ironwork and furniture. <input type="checkbox"/> The Victorian period saw many new inventions such as electric lighting, the telephone, sewing machine and photography. <input type="checkbox"/> The Industrial Revolution gave birth to a whole range of new inventions, such as the steam engine. <input type="checkbox"/> The development of the railway contributed towards the economic growth of the country and is still in place today. 	<table border="1"> <thead> <tr> <th>Word</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td colspan="2">Tier 1</td> </tr> <tr> <td><input type="checkbox"/> Cane</td> <td>A long flexible stick for giving beatings, especially school children.</td> </tr> <tr> <td><input type="checkbox"/> Coronation</td> <td>The ceremony or act of crowning a monarch.</td> </tr> <tr> <td><input type="checkbox"/> Monarch</td> <td>A ruler who has total power.</td> </tr> <tr> <td><input type="checkbox"/> Reign</td> <td>The period of time during which somebody, especially a king or queen, rules a nation.</td> </tr> <tr> <td><input type="checkbox"/> Industry</td> <td>A group of businesses that make or sell similar products or perform similar services.</td> </tr> <tr> <td><input type="checkbox"/> Invention</td> <td>An original device or process.</td> </tr> <tr> <td colspan="2">Tier 2</td> </tr> <tr> <td><input type="checkbox"/> Empire</td> <td>A group of nations or peoples ruled over by an emperor, empress, or other powerful sovereign.</td> </tr> <tr> <td><input type="checkbox"/> Industrial Revolution</td> <td>The rapid development of industry that occurred in Britain in the late 18th and 19th centuries.</td> </tr> <tr> <td><input type="checkbox"/> Census</td> <td>An official count or survey, especially of a population.</td> </tr> <tr> <td><input type="checkbox"/> Workhouse</td> <td>A publicly run establishment in which people living in poverty were given food and accommodation in return for unpaid work.</td> </tr> <tr> <td><input type="checkbox"/> Economic growth</td> <td>A country becoming wealthier because of an increase in goods or services.</td> </tr> <tr> <td colspan="2">Tier 3</td> </tr> <tr> <td><input type="checkbox"/> Deportment</td> <td>The way person stands and walks particularly as an element of etiquette.</td> </tr> <tr> <td><input type="checkbox"/> Kinetograph</td> <td>An apparatus for taking a series of photographs of moving objects.</td> </tr> <tr> <td><input type="checkbox"/> Phonograph</td> <td>An instrument that reproduces sound recorded on a grooved disk.</td> </tr> <tr> <td colspan="2">Memorable Moments</td> </tr> <tr> <td colspan="2">A Victorian Classroom experience day.</td> </tr> </tbody> </table>	Word	Definition	Tier 1		<input type="checkbox"/> Cane	A long flexible stick for giving beatings, especially school children.	<input type="checkbox"/> Coronation	The ceremony or act of crowning a monarch.	<input type="checkbox"/> Monarch	A ruler who has total power.	<input type="checkbox"/> Reign	The period of time during which somebody, especially a king or queen, rules a nation.	<input type="checkbox"/> Industry	A group of businesses that make or sell similar products or perform similar services.	<input type="checkbox"/> Invention	An original device or process.	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Memorable Moments		A Victorian Classroom experience day.		<p>Y5 The Victorians</p> <p>Knowledge about the Victorians</p> <ul style="list-style-type: none"> <input type="checkbox"/> Life for Victorian children varied between the classes from working children to school children. Many resorted to workhouses, which provided basic poor relief like food, medical care and shelter in exchange for labour <input type="checkbox"/> In school, children were expected to be seen and not heard. They would learn through repetition and typical lessons followed the three R's of Reading, Writing and Dictation and Arithmetic. <input type="checkbox"/> Victorian teachers were mostly unmarried women who were very strict. Most Victorian teachers were females because of the low pay. <input type="checkbox"/> In 1883, 17 year-old Elizabeth Buckley was tried at the Shire Hall for stealing rings from a jeweller's shop in Stafford. She was the daughter of a poor collier. (Local History) <p>Links</p> <p>Y2 - Kings and Queens Y2 - Transport Y4 – Tudors and Monarchy</p> <p>Reading Texts</p> <p>Cogheart by Peter Bunzl</p> <p>History Themes</p>
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Knowledge organisers for each curriculum unit can be found on our website at [Learning for Life – Curriculum – Subjects – History or Geography – Knowledge Organisers](#)

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Year Group Targets

- Develop independence and accountability in learning and in life. As a part of KS2, knowing their targets, arranging time to work on these at home and developing resilience and organisational skills is imperative.
- Continuing to secure proficiency in times tables is extremely important this year and will be vital in accessing the maths curriculum.
- Draw inferences from texts and be able to justify responses with evidence.
- Develop resilience to become confident, independent learners.



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Reading at Home



- 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...

20 minutes a day = 1.8 million words per year	5 minutes a day = 282,000 words per year	1 minute a day = 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.
- We are rooted in reading! Engage with Leasowes initiatives such as the reading newsletters, reading challenges and enjoy our library and classroom libraries.
- Children use reading diaries as a home-school communication tool and to record reading which is monitored by staff. Please ensure these are in school every day.

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How to help your child: reading

- Respond to a question using evidence from the text.
 - How do you know that some people found their behaviour unusual?
- Give the meaning of a word in context.
 - What does the word 'packed' tell you about the pool?
- Retrieve information
 - Find a word which rhymes with...
- Summarise main ideas from across paragraphs
 - Give an alternative title for a chapter
- Predict what might happen next.
- Compare one text to another.
- Give reasons for preferences of reading choices.



How to help your child: writing

- Identify different parts of speech within a sentence (verbs, nouns, pronouns, prepositions, conjunctions...). This can be done while reading. 'Find me a noun'
- Weekly spellings practised regularly
- Use basic grammar accurately reflecting written standard English instead of local spoken forms (e.g. should have, would have)
- Encourage a joined, legible style of handwriting.





How to help your child: maths

- Ordering larger numbers from smallest to largest
- Formal written methods for the 4 operations using the inverse to check
- Mental recall of times tables and number facts
- Mental \times and \div by 10, 100, 1000
- Fraction, percentage and decimal equivalent
- Telling the time; take every opportunity to use time in real life situations (How long until...? What would that be in 24hour clock?)

Homework



- Reading to be completed every day with reading diaries being filled in and brought into school every day.
- Spellings to be practised every week – tested on Monday and new spellings given following the test. Children have access to Spelling Shed to be able to practise.
- Other homework, usually Grammar and Maths, will be set on a Wednesday, in on the following Monday.
- Login details will be put in your child's diary for online resources such as, TTRockstars and EdShed.
- Maths homework will be set on Maths.co.uk which is a free website that all children have been given login details for. Please find these details in their reading diary.
- If they are unsure about homework, we encourage them to ask before the due date!



General

- Prepare for all weather! A coat is necessary as even when raining, staff will aim to get children outside during the day.
- Named water bottles containing water only, please.
- Please clearly name everything, including ties and sports kits.
- Educational visits are to be confirmed.
- Please note that we continue to be a nut-free school.



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Celebrate!

- House points
- Stickers
- Taking work to another teacher or a member of SLT.
- Celebration assemblies
- Rewards morning at end of each half term.
- Outstanding raffle tickets are given for consistent exemplary behaviour rather than individual excellent pieces of work.

As in all year groups, we have high expectations of behaviour and our school values are key to that. Children are expected to always follow our Leasowes Charter.

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Behaviour policy and sanctions

- Our behaviour policy was written to be linked to the school's values and Leasowes charter.
- Traffic light system used throughout school linked to the end-of-half-term activities morning. This aims to reward good behaviour – children who largely remain on green or above have priority when choosing activities.
- This is monitored in class, with children moving their names to indicate rewards and sanctions.
- Persistent or serious behaviour is referred through Phase Leader including AHT → Deputy Head → Head teacher. Mrs Widdett is UKS2 Phase Leader.



Pupil Premium

- **Pupil Premium Funding**
- At present, the number of families applying for Pupil Premium (also known as Free School Meals) funds at Leasowes has dramatically decreased. We feel that this may be due to families thinking that it is now unnecessary to apply, due to their child receiving a Universal Free School Meal in EYFS and KS1. **Pupil Premium eligibility is a separate set of funding that when applied for will provide the school with around £1300 per year that can be spent on interventions and resources that will directly impact your child's education.**
- You can register your child for Free School Meals (Pupil Premium) if you are in receipt of the following:
 - Income Support
 - Income-based Jobseekers Allowance
 - Income-related Employment and Support Allowance
 - Support under Part VI of the Immigration and Asylum Act 1999
 - The Guarantee element of State Pension Credit
 - Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
 - Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- If you would like any more information, please do not hesitate in contacting Staffordshire County Council on 0300 1118007, email freeschoolmeals@staffordshire.gov.uk or apply directly through <https://apps2.staffordshire.gov.uk/web/fsmweb/>

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More Information

Please advise us of...

- Any updates on a medical condition that your child has (asthma, allergies...) Please ensure all care plans have been returned to school.
- Photo permissions updated. Note: children in positions of responsibility **especially house captains/ head ambassadors/ JLT** require all permissions.
- **Calculation policy for maths** – now your child is in a new school year, this may impact calculations. The policy can be located on the website under Learning for Life – Curriculum – MATHS.



Keep up-to date via our website

- School calendar and term dates
- Year group pages updated regularly by class teacher featuring detail on children's learning
- Curriculum information under Learning for Life
- Policies and other useful documents
- Links to useful resources for parents.



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Keep up-to-date via X!



Leasowes Primary Sch... 1.3K posts

Posts Replies Highlights Videos Photos



Leasowes Primary School @L... · 1h ...

We are starting the new academic year off focusing on the beautiful world we live in during our first Life Beyond Leasowes Assembly! Take a look at the story the children will learn about. 🌍 You can also see our focus Article, Protected Characteristic and British Value.

Let's look at this week's story

British Values

Democracy

The survey asked parents and children to name things around them they find incredible. We can all be inspired by different things and express these ideas freely with others.

Characteristics

Lots of people were included in the survey. Having a religion or belief can impact what people find awe-inspiring. We should never be treated unfairly because of our religion or belief.

Rights of the Child

As children develop and encounter more of the world, they can decide what they find incredible and interesting. Adults should make sure children's views about the world are listened to and respected.

Children have the right to give their opinions freely on issues that affect them.

@LeasowesPrimary

- We always post responsibly
- Updates and photographs for whole-school and year group specific events.
- Up-to-date news and updates e.g. timings if educational visits are running late.
- Instant and informative.

Leasowes Primary Sch... 1.3K posts

Posts Replies Highlights Videos Photos



Leasowes Primary... · 25/06/2025 ...

Last week, our Eco Leaders enjoyed a visit to Walton High School for a tour of the Eco projects with Mr Fletcher the Deputy Head. Highlights included huge rhubarb plants, the vineyard, a wild flower meadow with beehives as well as the beautiful roses in the Quiet Garden.



Leasowes Primary Sch... 1.3K posts

Posts Replies Highlights Videos Photos



Leasowes Primary S... · 14/07/2025 ...

Year 5 took part in an exciting Swiss System chess tournament led by Mr. Stanley. From seasoned players to complete beginners, everyone embraced the challenge with enthusiasm and curiosity. The tournament was a test of strategy and focus with the opportunity to learn new skills.



Leasowes Primary Sch... 1.3K posts

Posts Replies Highlights Videos Photos



Leasowes Primary... · 20/06/2025 ...

Today Year 4 have the privilege of performing at Victoria Hall in a festival of music. 4S are playing glockenspiels and 4W are playing their violins. It promises to be an exceptional morning! What a wonderful experience which further enriches our ambitious music curriculum.



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Thank you!

- Any questions?



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