

# Welcome to Year 5

Information for parents: September 2025



Grange Park  
Primary School



# Meet the Team

We are thrilled to embark on a new academic year with your child!  
Your support and partnership are invaluable to us.



**Emine**

Jupiter Class teacher  
Achievement Leader



**Emilie**

Neptune Class teacher



**Michael**

Mercury Class teacher



**Alexandra**

Saturn Class teacher

# Meet the Team

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Your support and partnership are invaluable to us.**



**Jacqui**

Learning Support  
Assistant

**Dilek**

Learning Support  
Assistant



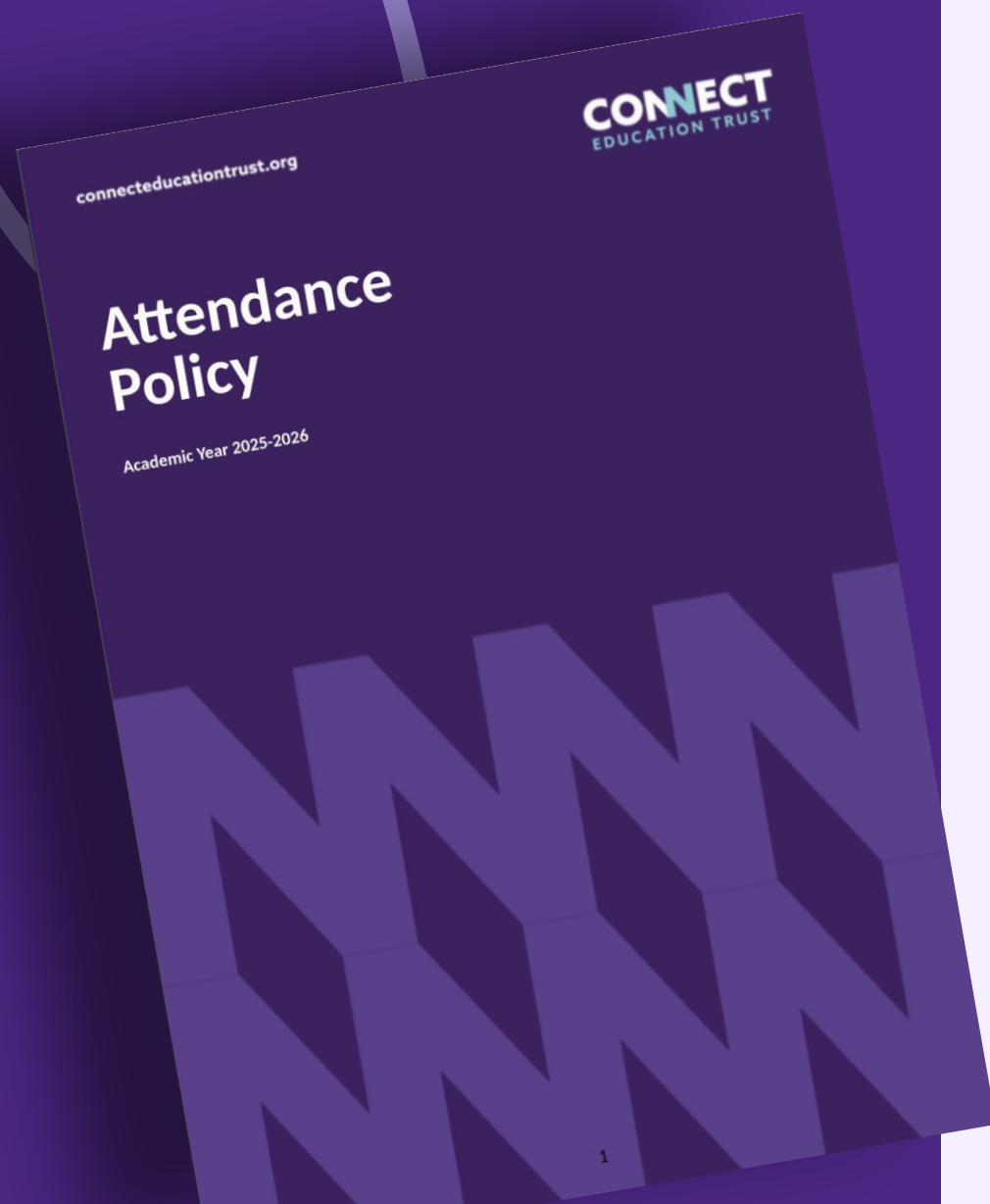
# Attendance & Punctuality

## Achieving Their Best

We have a whole-school target of **97% attendance**. Children thrive when they are in school on time every day, ensuring a positive, confident and settled start to the day for the entire class.

A prompt arrival ensures your child can participate in the important 'meet and greet' with their teacher, allowing a valuable connection before the day begins.

- **School Doors:** Open from **8:45 AM**, with children expected to be in class very soon after.
- **Late Arrivals:** Children arriving **after 8:55 AM** will be marked late on the register.
- **Absences:** If your child is ill please notify the school via **Arbor**.
- **Early/During School Collections:** Where possible, please book appointments outside school hours. If however your child does have a dental/medical appointment, parents must warn the office in advance of the collection.
- **Good Attendance:** is celebrated in our family assemblies and the Newsroundup.
- **End of the Day:** The school day ends at **3:25 PM** for all children in Reception to Year 6.
- **Collection Point:** Parents are to collect their child from the gates at the front of the school

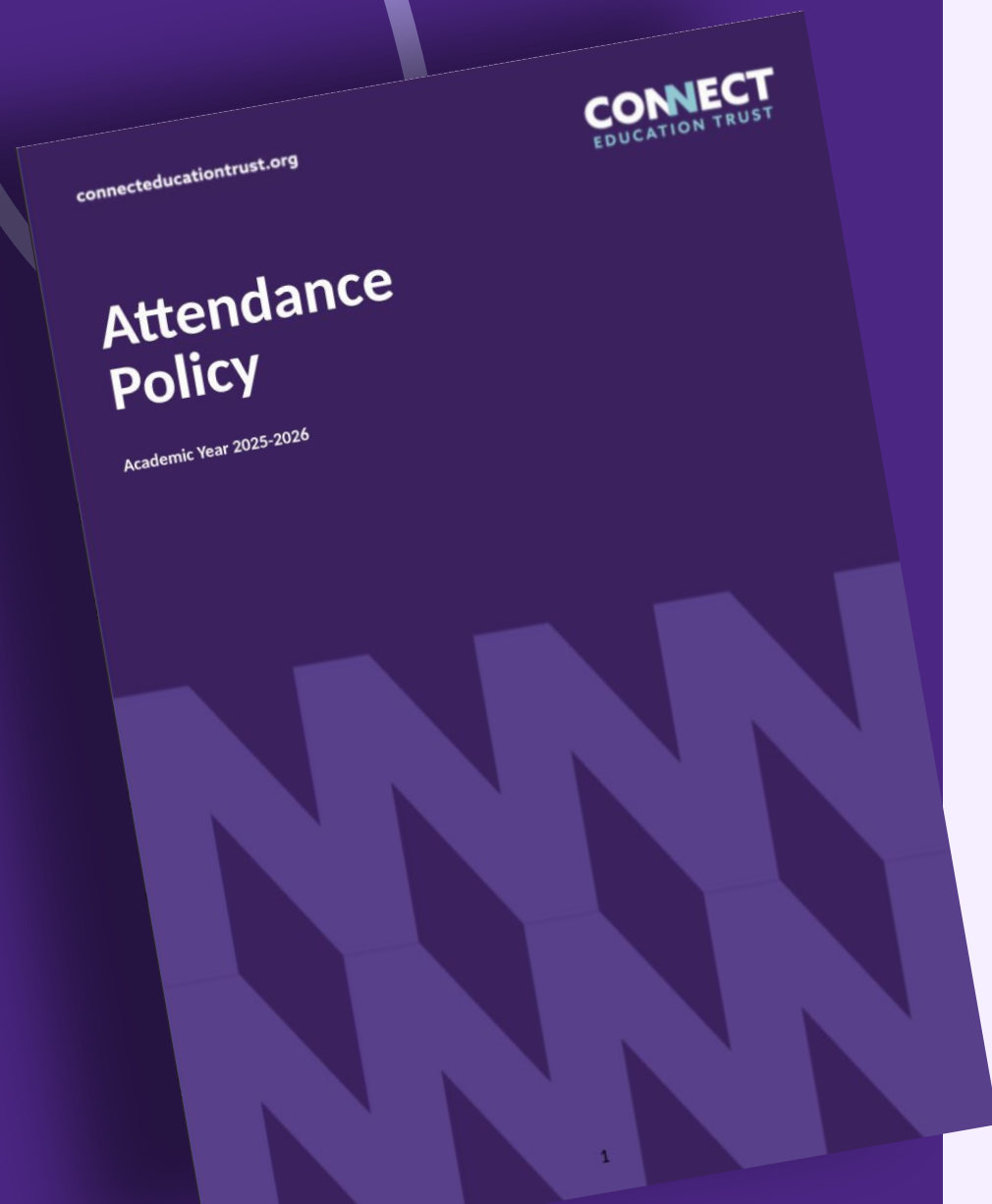


- **Independence**

- Children in Year 5 and 6 children can walk home if you have given permission through Arbor

- **Enrichment & Wrap-Around Care:** We offer various after-school opportunities:

- Coding, Story telling, STEM clubs etc
  - After-school enrichment clubs finish at 4:30 PM.
  - Extend Afterschool Club finishes at 6:00 PM.
  - Further information about our wrap-around care is available on the school website: [Extend - Breakfast, Afterschool and Holiday Club - Grange Park Primary](#)



# General Communication Guidelines

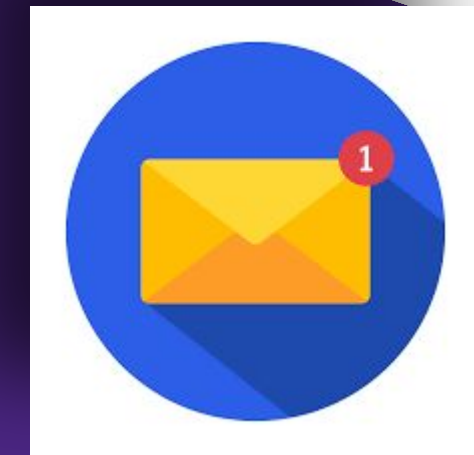
We are always here to support your child's learning journey.

- **Non-Urgent Matters:**

- Write a note in the purple Home School Diary and ask your child to give it directly to their teacher.
- Leave a message with the school office to be passed on, telephone, or send an email to [office@grangeparkprimary.org](mailto:office@grangeparkprimary.org).
- Speak to us informally after school, once the class has been safely dismissed.

- **Urgent Matters:**

Please telephone or email the school office to arrange an appointment at a mutually convenient time, as **staff members cannot leave class during teaching hours.**



# General Communication Guidelines

## Escalation:

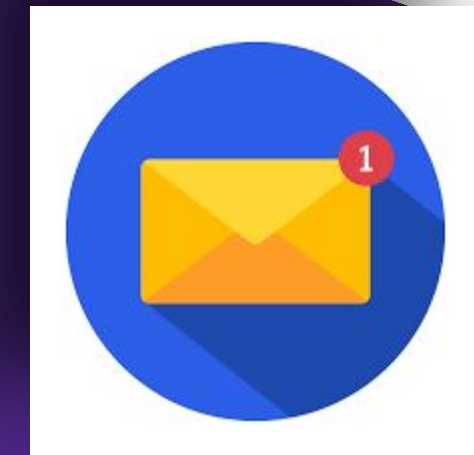
1. Teacher/Support Staff



2. Achievement Leader: For more serious concerns not resolved by the teacher



3. Assistant/Deputy Headteacher: For concerns not resolved through the teacher or achievement leader



# School uniform

**Uniform Policy:** It is vital that all children wear the correct school uniform and footwear, including PE kits. We will communicate with parents if a child's uniform does not meet school requirements.



## Day Wear

- Grey polo shirt (with logo)
- Purple sweatshirt/cardigan (with logo)
- Grey pinafore/skirt/trousers/ shorts (no leggings please)
- Purple and white gingham summer dress or shorts
- White/grey/black socks or tights
- Black shoes (strong and flat heeled) or plain black trainers (no logos or colour on trainers)

# School uniform

Please ensure all uniform items, PE kit, and other belongings are clearly labelled with your child's name.

For full uniform details, please visit our website: [School Uniform - Grange Park Primary](#)



- For health and safety, only religious items, stud earrings, and watches are permitted. Make-up and nail polish are not allowed.

# School uniform (PE)

Children should come to school wearing their PE kit on the days they have PE.

Children must remove all earrings and watches before PE and games lessons.

## PE Kit

- Purple PE T-shirt (with logo)
- Grey winter sweatshirt (with logo)
- Grey winter joggers (with logo)
- Black PE shorts
- Black plimsolls or plain black trainers (no logos or colour on trainers)
- Leggings and other colour joggers/sweatshirts are not permitted



# School uniform (PE)

PE days are Wednesday and Friday

Please can your child come in to school wearing their PE kit.

If this changes you will be informed via Arbor.



# School resources

As you know, children from Year 1 - Year 6 should bring in their own pencil case and stationery to school which many schools are requesting now. This enables children to take care and have a sense of responsibility for their own belongings. Please see the list:

1 x Clear pencil case (20cm X 12cm)

1 x A glue stick

3 X HB pencils (Staedtler Noris/Yellow and Black HB)

1 x Purple pen (ball point)

3 x Whiteboard pen

1 x Black handwriting pen (Y4-Y6 only)

1 x Sharpener

1 x Rubber

6 x colouring pencils

Box of tissues for the classroom (this doesn't need to be labelled as it's for the classroom)





# Playtime & Lunchtime

Playtime snacks and snacks before enrichment clubs are an integral part of our school day. We kindly ask for your cooperation in limiting these to fruit and vegetables only

We do not permit any snacks or packed lunches containing nuts or nut products due to allergies.

We encourage parents to select their child's lunch choices together via The Pantry website to ensure a smooth and enjoyable lunch experience when they reach the hatch.

If lunch has not been ordered in advance, your child will be provided with a jacket potato.

If you choose to send a packed lunch, please ensure it is healthy.

While tasty, items like crisps and chocolates are high in sugar and unhealthy fats, which can lead to energy fluctuations that hinder productive learning and play.

# Playtime & Lunchtime



We continue to add 'loose parts' to the playgrounds, fostering opportunities for creative and imaginative play by allowing children to manipulate and change their environment. This initiative will continue to develop throughout the year, so please look out for requests for donations.

We are also fortunate to have fixed equipment throughout our playgrounds for children to climb and enjoy when supervised.

All playground enhancements are subject to strict risk assessments. We kindly request that you do not allow your children to play on or with the equipment before or after school.

# Behaviour for Learning

We have high expectations for children's behaviour in the classroom, when moving around the school and during play and lunchtimes

We celebrate positive behaviours, using them as models to inspire and share with others.

Your support is invaluable in ensuring children understand our expectations and take responsibility for their choices.

Our consequences are always consistent and fair, guided by our published 'Behaviour for Learning' policy (found on the school website), and therefore may not always require a detailed explanation.

We maintain strict confidentiality and will not discuss other children with you, as this safeguards all pupils.

## Terrific Toilets: Respectful Use

Our 'Terrific Toilets' initiative supports children in using school bathrooms respectfully. Expectations are clearly communicated to promote a positive environment for all.





# The Curriculum: Ambitious and coherently planned

**Our coherently planned curriculum uses the National Curriculum as its foundation for subject content and expectations.**

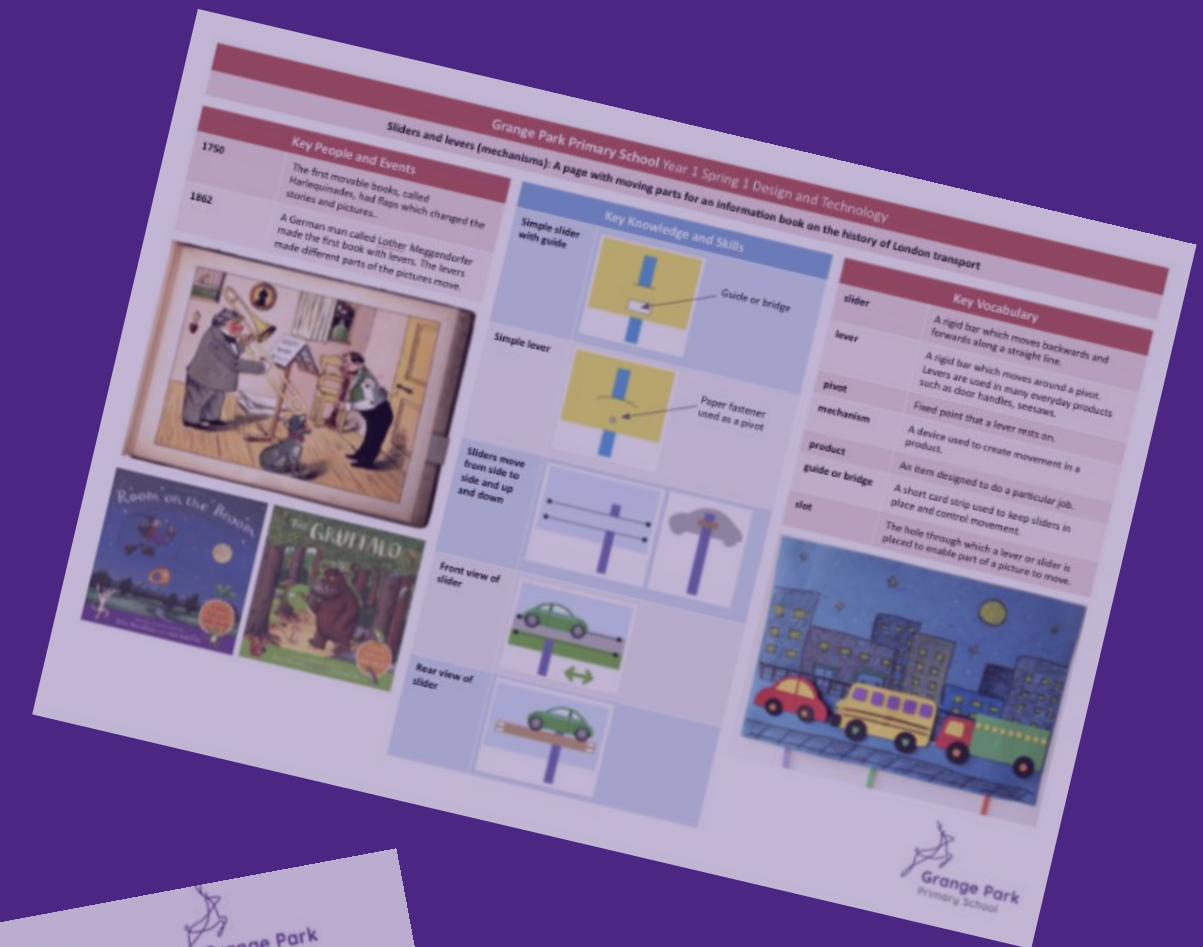
We are committed to ensuring our pupils experience a broad and balanced curriculum, leading to a long-term memory of an ambitious body of knowledge.

# The curriculum

It is designed and sequenced so that new knowledge and skills build upon what has been taught before, progressing towards **clearly defined endpoints**.

These endpoints outline what pupils need to know and be able to do at each stage and can be found on our website in the curriculum tab: [Subjects - Grange Park Primary](#)

We understand that learning is most successful when children can make connections with past learning and future topics, ensuring that learning is organised and meaningful.



## Year 5 Autumn 1: What a Wonderful World - Rivers

### Curriculum connections

#### 4 English

##### Fiction: Wishing Tale based on the book Wonder

Include a range of figurative language, such as, the power of three, fronted adverbials, metaphors, show don't tell, varied sentence lengths.

Use a range of cohesive devices within and between paragraphs. Create imaginative characters and settings based upon the work of real authors.

Blend action, description and speech to convey a character and move a story along.

##### Non Fiction: Instructions text

Use features such as imperative verbs, adverbials of number and bullet points, to write a set of precise instructions.

Begin using active voice.



#### 4 Maths

##### Number

Read and write Roman numerals to 1,000.

Read, write, order and compare numbers to 1,000,000 and determine the value of each digit.

Round any given number within 1,000,000.

Add, subtract, multiply and divide whole numbers with more than 4 digits, using a written method.

Add, subtract and multiply numbers mentally drawing on known facts.

Recognise multiples, factors, prime, square and cube numbers. Solve addition, subtraction, multiplication and division word and missing number problems..

#### 2 Geography

##### Rivers and their importance to humans

Expand knowledge of the world rivers such as the Amazon and Euphrates.

Use maps, atlases and digital mapping to locate countries and cities.

Describe and understand the key aspects of rivers and their importance to settlements and economic activity.

Use virtual fieldwork to observe and record human and physical features linked to the River Thames.

Use grid 4 point grid references on OS Maps.

#### 4 Art

##### Inspired by David Hockney

Record observations and evaluate other artist's work in sketch books .

Use a range of sketching techniques to create human figures.

Explore different skin tones by mixing paint.

Improve mastery of art and design techniques, including painting with a range of materials.

Recreate a painting in the style of David Hockney.

Evaluate and analyse outcomes using the language of art, craft and design.



# Curriculum connections





# Knowledge Organiser



## Grange Park Primary School Year 5 Autumn 1 Art and Design

### What a Wonderful World!: Compositions inspired by the work of David Hockney

#### Key Facts

David Hockney (born 9 July 1937) is an English painter, draftsman, printmaker, stage designer, and photographer. As an important contributor to the pop art movement of the 1960s, he is considered one of the most influential British artists of the 20th century.

Born in Bradford, Yorkshire, Hockney attended Bradford College of Art and progressed to the Royal College of Art in London. He moved to California in the early 1960s and has lived between the UK and USA for most of his life.

Hockney has explored many different art forms throughout his career including drawing, portraiture, printmaking, photography, short films, computer illustration, iPad & iPhone drawings, landscapes, and theatre design.

Hockney was one of the first artists to make extensive use of acrylic. Being fast drying it suited his technique of painting large areas of flat colour and then adding details. He also felt that the fast-drying acrylic paint was more suited to portraying the sun-lit, clean-contoured suburban landscapes of California than slow drying oil paint.

Although his work has a breadth and depth that could rival Picasso, Hockney is probably most well-known for his 1960s Pop Art paintings of swimming pools in Los Angeles. 'Portrait of an Artist (Pool with Two Figures)' 1972 sold for 90 million dollars in 2018, which now places him as the second most expensive LIVING ARTIST, just behind Jeff Koons.

Hockney has published 93 books relating to art, and received Britain's highest civil honor in the form of the Order of Merit for his achieved distinction in the world of art. Now in his 80s, Hockney continues to create incredible art.

#### Key Skills

<b>Discuss an artist's work</b>	Talk and write about the artworks of David Hockney - describe the work, own responses to it and find out information about the artist and the techniques he uses.
<b>Drawing</b>	Develop accuracy and expression in drawing, including the human figure.
<b>Painting</b>	Be able to talk about how colour, tone, texture and pattern have been used to achieve desired effects.
<b>Composition</b>	Think carefully about how elements are placed or arranged to create a final image.
<b>Developing ideas</b>	Talk about the choices made in own art, and what effect they have.



#### Key Vocabulary

<b>vibrant</b>	Bright and striking, full of energy and life
<b>photography</b>	Creating images by recording light, either electronically by means of an image sensor, or chemically by means of a light-sensitive material such as photographic film.
<b>distorted</b>	Altered from a true, natural, or normal state, shape, or condition.
<b>wax resist</b>	A decorative technique where a wax is used to create a pattern, which is then covered in a coating such as ink or paint. The wax repels the coating creating the pattern.
<b>enhance</b>	To intensify, increase, or further improve the quality, value, or extent of something.
<b>photo collage</b>	Technique of making a picture by assembling pieces of photographs, often in combination with other types of graphic material.
<b>Pop Art</b>	Art that emerged in the United Kingdom and the United States during the mid- to late-1950s which presented a challenge to traditions of fine art by including imagery from popular and mass culture,

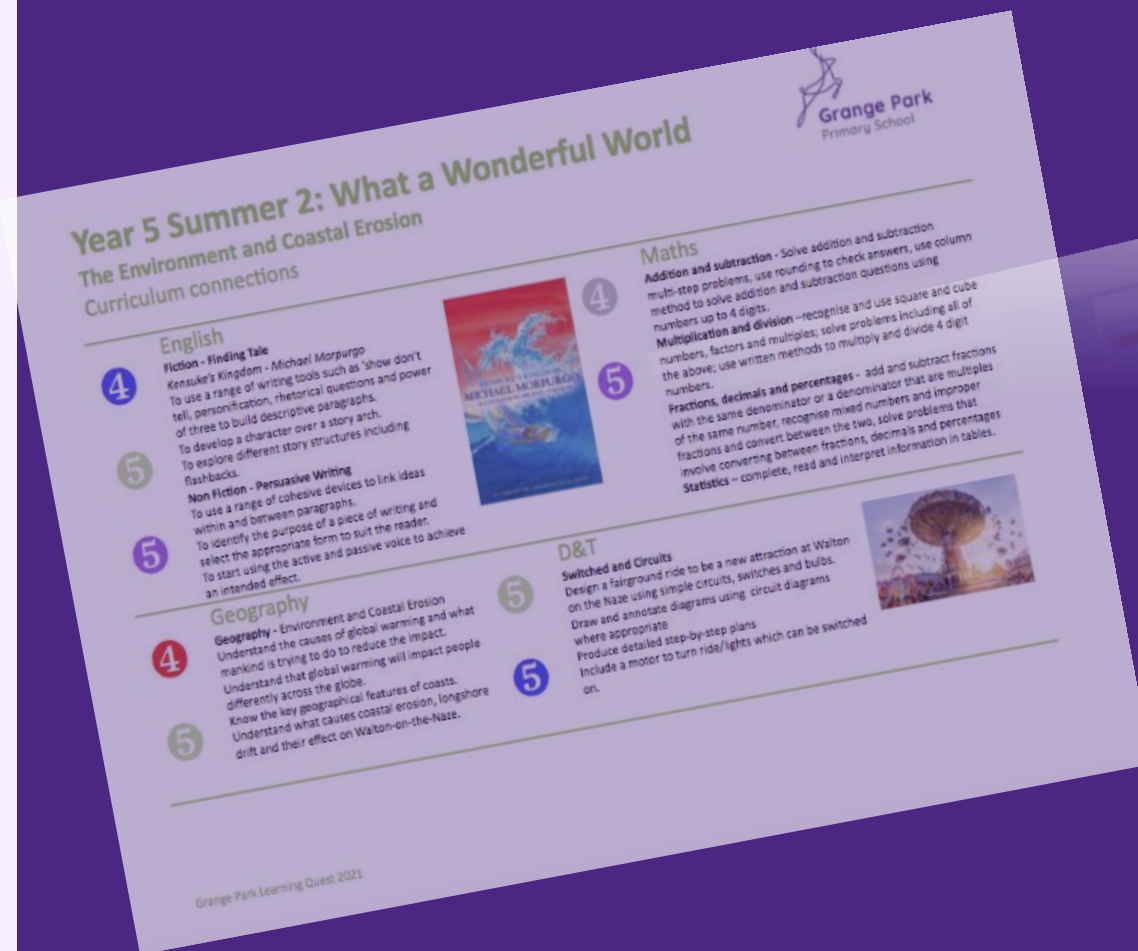
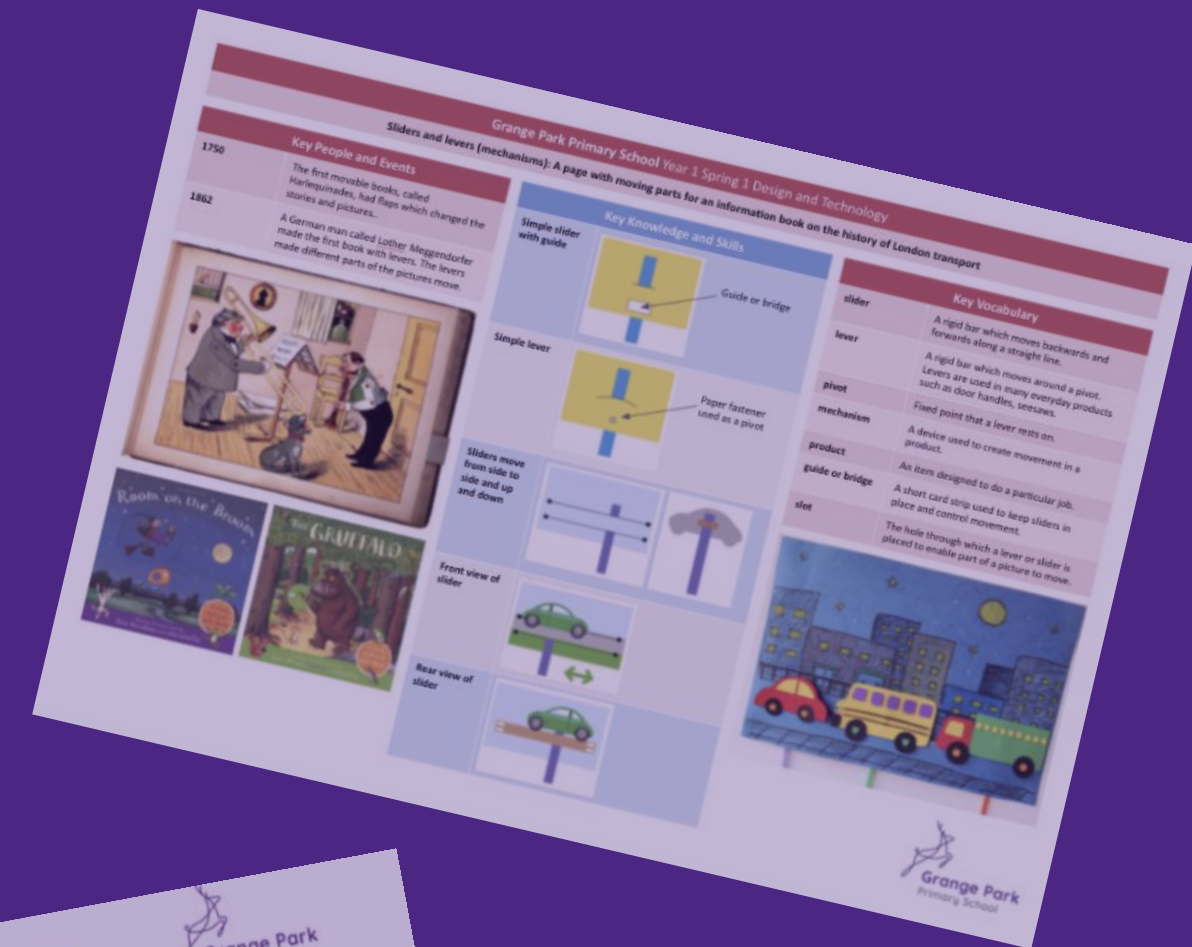


#### What else was going on in the World?

<b>1969</b>	The United States' Apollo 11 was the first crewed mission to land on the Moon.
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# The curriculum

	History./Geography	Art/Design & technology
Autumn 1	Rivers	David Hockney
Autumn 2	Anglo-Saxons & Vikings	Viking Stew
Spring 1	Early Islamic Civilisation	Islamic Art
Spring 2	South America	Ferris Wheels
Summer 1	Coastal Erosion	Ferris Wheels
Summer 2	British Monarchy	Monarch portraits





# Home learning including reading

**Home School Diary and Reading Record (Purple Books)** These books are an essential tool for communication and learning support, and must be brought to school every day.

- **Content:** They contain valuable support materials for maths, reading, spelling lists, handwriting, recommended reads and question stems to support reading at home. They also include all digital logins for the children.

- **Reading Record:** This is where parents (or children, depending on age) should record daily reading, note new and tricky words, and find our school word of the week to practise and use in everyday conversation.

- **Key Stage 2 (KS2):** These books also double as 'Magpie Books', providing space for children to note interesting phrases from their reading. Children will receive one banded book and one reading for pleasure book.

Week Commencing Date: \_\_\_\_\_

READING LOG		
Book and Date	Comments	Sign


WORD OF THE WEEK

WORDS I HAVE FOUND TRICKY FROM MY READING BOOK


NEW WORDS FROM MY READING BOOK

**Getting ready to write**


Are you sitting comfortably with both feet on the floor?



Are you holding your pencil correctly?



Is your paper at the correct angle?



**Handwriting Checklist**

- Are you forming your letters correctly?
- Are any letters too tall or too short?
- Are any descenders too long or too curly?
- Is there a space between your letters?
- Is there a space between your words?
- Are you making the four joins correctly?

- Diagonal joins to letters without ascenders  
*ou, op, ur*
- Diagonal joins to letters with ascenders  
*ai, u, it*
- Horizontal joins to letters without ascenders  
*ou, vi, wi*
- Horizontal joins to letters with ascenders  
*oi, wh, ot*



# Home learning including reading



- **Book Changes & Progress:**

- Children will get the opportunity to change their banded reading book and reading for pleasure book bi-weekly- if they need to change them before this they can by taking books from the book corner
- During learning conversations, teachers will discuss reading progress
  - Reading Hub days: **Neptune and Jupiter on Friday and Saturn and Mercury on Thursday**

- **For additional information on reading at Grange Park** and further recommended reads, please visit our website.

**Handwriting At Grange Park:** We use the Nelson Handwriting scheme, and guidance for this can be found in your child's Home School Diary.

**Home Learning Expectations:** Home learning consolidates your child's learning and is very important.

- Clear home learning expectations are detailed for parents on the school website under 'Home learning guidance'.
- A home learning timetable is uploaded to the children's Google Classroom stream every week for easy navigation.



# Reading hub

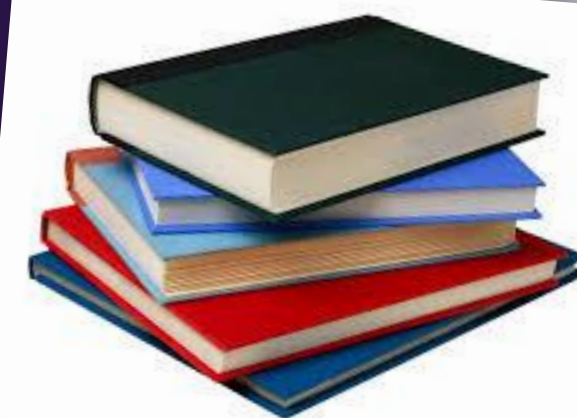
The reading hub has had an uplift!

The children are excited about the new books and some classes have already enjoyed their reading hub slot this week!

With the time and cost of the upgrade, we have set up the reading hub system to carefully monitor book loans.

If your child has a book that is overdue, you will receive an email from our system that tells you this.

After a second reminder you will receive an email that will charge you for the outstanding book.



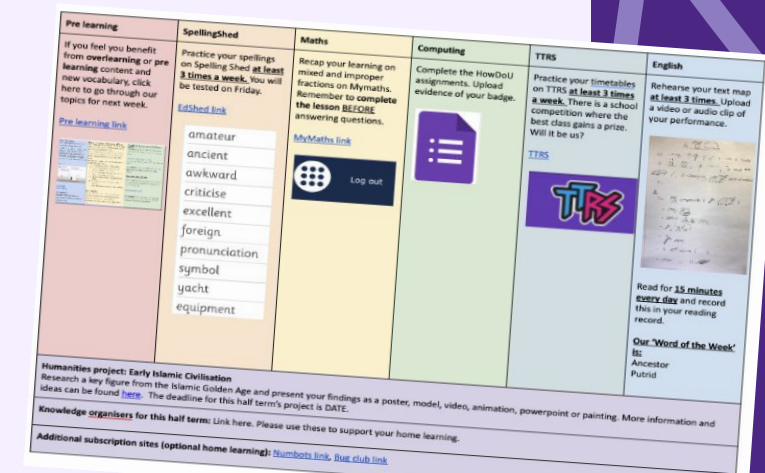
# How can you support your child at home?


-Hear them read daily

-Encourage them to learn their times tables up to 12x12

-Support your child with completing their home learning

## How can you support your child



Pre learning	Spellingshed	Maths	Computing	TTRS	English
If you feel you benefit from overlearning or pre learning content and have to go through our topics for next week. <a href="#">Pre learning link</a>	Practice your spellings on Spelling Shed at least 3 times a week. You will be tested on Friday. <a href="#">Spelling link</a> amateur ancient awkward criticise excellent foreign pronunciation symbol yacht equipment	Recap your learning on mixed and improper fractions on MyMaths. Remember to complete the lesson BLEBBIE answering questions. <a href="#">MyMaths link</a> Log out	Complete the HowDoU assignments. Upload evidence of your badge.	Practice your times tables on TTRS at least 3 times a week. There is a school competition where the best class gains a prize. Will it be us? 	Rehearse your first map at least 3 times. Upload a video or audio clip of your performance.  Read for 15 minutes each day and record this in your reading record.  Our "Word of the Week" is: Ancestor Paint

Humanities project: Early Islamic Civilisation  
Research a key figure from the Islamic Golden Age and present your findings as a poster, model, video, animation, powerpoint or painting. More information and ideas can be found [here](#). The deadline for this half term's project is DATE.

Knowledge organisers for this half term: [Link here](#). Please use these to support your home learning.

Additional subscription sites (optional home learning): [Nucleus link](#) [Box club link](#)



# Online safety

- 23% of children aged 8-15 spend more than four hours a day on an internet-enabled device. (Children's Commissioner for England)
- 
- A third of children aged 8-17 have seen something worrying or nasty online, but only 20% of their parents report being told about it. (Ofcom)
- Bullying is one of the most common issues young people face online.
- Almost 3 in 10 children aged 8-17 have experienced someone being nasty or hurtful to them via apps or platforms, which is higher than the rate of in-person experiences. (Ofcom)
- Almost a quarter of children (23%) claim they can identify what is real or fake online, but fail to do so in a test. (Ofcom)

# Technology at Grange Park

Children from Year 1 to Year 6 are provided with a Chromebook at Grange Park.

- **In School Use:** We teach online safety discreetly and through various curriculum areas. We monitor use to ensure the equipment is solely for your child's educational purposes, and children receive adequate time away from Chromebooks.
  - We use technology to provide support to children, to help them present their learning in engaging ways and also to ensure timely assessment
  - We use all of the Google Workspace tools, Practice Sets, ThingLink, Adobe Express and much more!

# Technology at Grange Park

- **Home Use:**

- Chromebooks can be used for home learning, if they need to complete work at home and it enables parents to see their child's learning on Google Classroom - the texts they are reading etc
- Chromebooks must be brought to school daily, fully charged.
- Please ensure they are treated with care and that their use is monitored at home for educational purposes only, and used only by your child.



# Technology at Grange Park

We remind you of the **Chromebook Agreement** signed prior to your child receiving their device.

- **Accidental Damage/Loss:** In the event of accidental damage, we request **50% of the trust's cost for the Chromebook, currently £85. Lost chargers are £24.70, and lost cases are £6.50.** You will always receive an email notification when this payment is added to your basket. For any questions or queries regarding this, please speak with the class teacher or the school office team.
- **Care Tips:** Please help your children care for their Chromebooks by transporting them in the provided cases and avoiding eating and drinking while using them. Please also ensure you are monitoring your child's IT use on their other personal devices.

# Use of phones in school

Enfield Council has published a letter, signed by over 80 Enfield schools, including Grange Park, informing families of a new policy regarding smartphones. Starting in September 2025, smartphones will not be permitted in Enfield primary schools.

As an alternative, we suggest parents consider purchasing 'brick phones' that allow for calls and texts.

If a child brings a smartphone into school, it will be confiscated and given to the office for a parent to collect. It will not be returned to the child.

# Enrichment

## Special Events, Trips, Residentials & Visitors

We believe these experiences greatly enrich your child's learning.

- We have the following workshops/trips/residentials throughout the year:

Autumn 1: Science workshop

Autumn 2: Vikings workshop

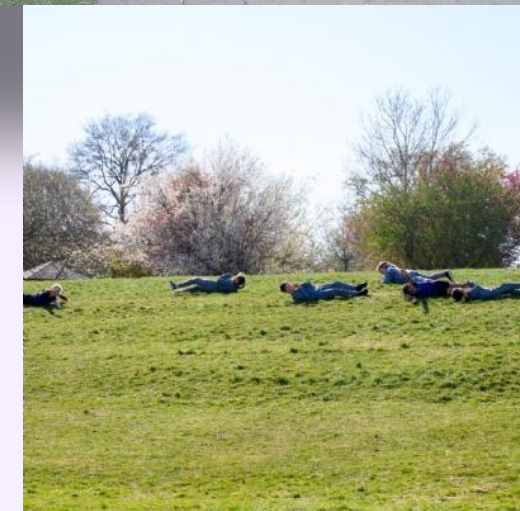
Spring 1: Hornsea Mosque

Spring 2: VIAM

Summer 1: Kingswood & Walton on the Naze

Summer 2: Tower of London

- **Voluntary Contributions:** While contributions for trips and workshops are voluntary, they are essential for these valuable experiences to proceed. We kindly request you contribute as much as possible, as insufficient contributions may unfortunately lead to cancellations.



# Enrichment

## Class Assemblies & Concerts

- Class assemblies take place in the round hall:
  - Jupiter: Friday 3rd October
  - Mercury: Friday 21st November
  - Neptune: Friday 1st May
  - Saturn: Friday 12th June
- There will also be the Voices in a Million concert in Spring term

## Forest School at Grange Park

Every year group (Nursery - Year 6) is timetabled to participate in Forest School sessions over the course of the year. You will receive more specific information nearer the time.

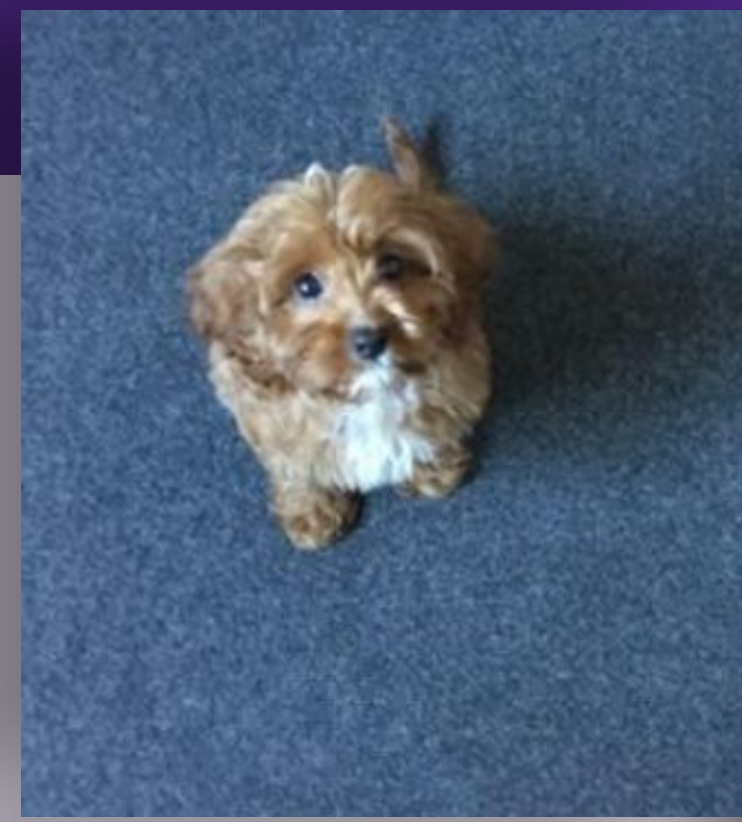


# Toffee- Our School Dog

## Toffee!

Our school dog is a beautiful, gentle Cavapoo, a crossbreed known for its friendly nature and hypoallergenic coat (a mix of Cavalier King Charles Spaniel and Poodle). Toffee brings so much joy, comfort, and a wonderful sense of calm to everyone she meets. Her gentle presence helps to create a truly special atmosphere here at Grange Park.

We understand there may be children with allergies or are scared of dogs, this is addressed with sensitivity through our risk assessment which can be found on the school website in the 'About Us' section.



# Supporting our school

**Donation of a Book for Birthdays** As a kind reminder, you are welcome to donate a book to the class in lieu of sending sweets on your child's birthday. Children across the school genuinely enjoy reading these donated books, and teachers add a sticker to acknowledge your thoughtful contribution.

**Voluntary Contributions to the School** We are immensely grateful that volunteers, fundraisers, and voluntary donations help provide many of our valuable learning experiences. Our school budget is increasingly strained due to significantly lower funding in recent years.

- **Making Donations:** Any parent wishing to make a one-off, termly, or monthly donation can do so through Arbor. There is no fixed amount; any contribution is sincerely appreciated.
- **Sponsorship:** Additionally, if parents are aware of any organisations or companies interested in sponsoring the school, please feel free to reach out and inform us if you have any leads or contacts.

# Supporting our school

**Parent Workshops** We also engage with parents through various parent workshops. Please look out for these in the Autumn 1 term.

**Our Parents Association, the GPPSA**, plays a vital role in bringing the school community together to raise funds for various school projects.

- **Get Involved:** An AGM will be held soon in the Round Hall, and all are welcome! New faces and fresh ideas are always warmly received.
- **Meeting Times:** Meetings are held approximately twice a half-term, just before pick-up on a Friday at school.



We are excited to work alongside you to support your child's learning and growth. Your support and partnership are invaluable to us.

Should you have any questions or concerns throughout the year, please do not hesitate to reach out. Here's to a fantastic year of learning, discovery, and success!

**Creating foundations for bright futures**