

Welcome to Year 5

Teachers

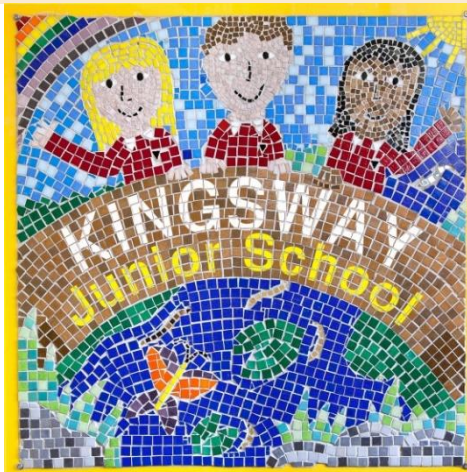
Knights- Mrs Kandhai

Archers- Mrs Netto

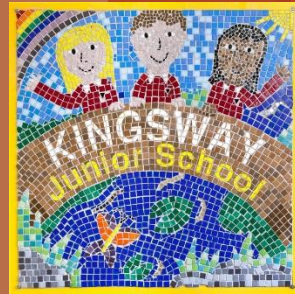
Year 5 TA's

Mrs Khatoon

Mrs McHugh/ Mr Swata

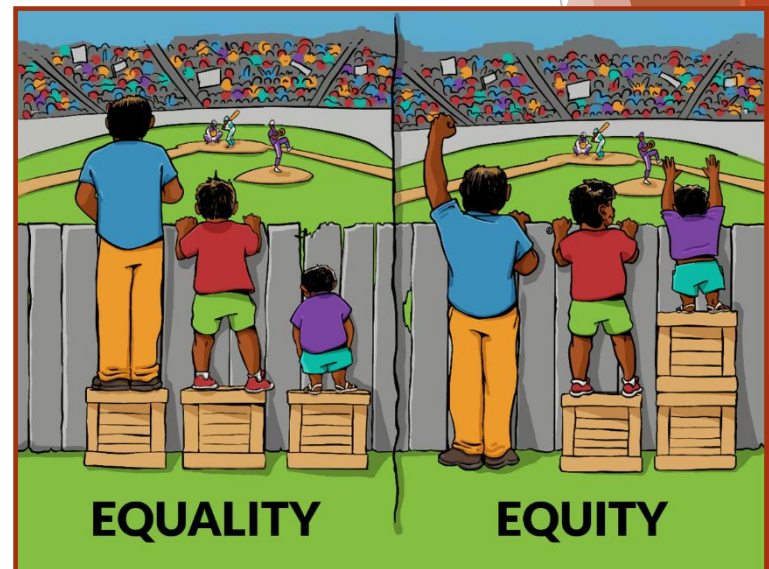


Developing Confident Happy, Enthusiastic learners



- ▶ It is important to make sure that all children are on the playground ready for when the bell rings at 8.45am. **Registration is at 8.50am. Lessons start at 9am.**
- ▶ All teachers and SLT will be on the playground before and after school.
- ▶ **Behaviour** – We have an anti-social and pro-social behaviour chart, where pupils are clear about the behaviour and the restorative consequence. Please see the chart on the next slide.

Respect - Kindness - Equity



Inclusion

Inclusion is at the heart of all we do.

Kingsway Junior School is an inclusive school.

We recognise every child's right to education and it is our aim to support all children to reach their full potential and to be the best that they can be.

- Every child learns in different ways and, from time to time, may have barriers which prevent them from making the progress we expect. When this happens, we work closely with you to explore different ways to support your child, ensuring they get the most out of their time at school.
- Your child's class teacher will speak to you if they feel your child needs a little more help with some aspects of learning. They are your first point of contact and will keep you informed about your child's progress.

Who's who?

Inclusion Lead: Mrs Akers

SENCO: Miss Whiting

Specific Learning Difficulties specialist: Ms Robinson

All teachers are fully trained in supporting children with Special Educational Needs and creating inclusive classrooms.

Get in Touch

Miss H Whiting (SENCO) - inco@kingswayjm.herts.sch.uk

Mrs A Akers (INCO) - inco@kingswayjm.herts.sch.uk

We're here to support you and your child every step of the way.

There is a lot of support on our website:

<https://www.kingswayjm.herts.sch.uk/send>

How do we prioritise wellbeing?

Making sure every child has a safe adult to talk to

Children know who they can turn to and are encouraged to share their worries, feelings and experiences.

A caring and supportive Pastoral Team

Our Pastoral Team provides personalised support to help children feel safe, valued and ready to learn.

Giving every child a voice

We listen to our children through pupil voice, school councils and pupil leadership opportunities, helping them to shape our school community.

Celebrating every child

We recognise and celebrate each child's individuality, strengths, achievements and contributions.

Understanding Children's Rights

Children learn about their rights, respect for others and how to create a fair, inclusive and caring community.

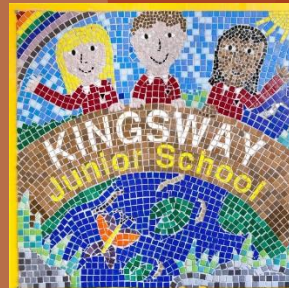
Providing enriching experiences

A wide range of experiences, activities and opportunities helps children develop confidence, resilience, friendships and a sense of belonging.

An open-door approach

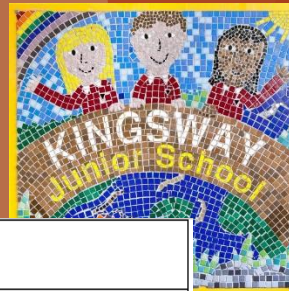
We value strong partnerships with families and encourage parents and carers to talk to us whenever they have a question, concern or need support.

KJS Behaviour Chart



Pro-social behaviours						
		Level 1	Level 2	Level 3	Level 4	Level 5
BEHAVIOUR DESCRIPTORS	*The behaviours listed are examples only and are not exhaustive. All behaviour will be assessed on a case-by-case basis, taking into account context, frequency, and the individual needs of the child. Staff will use their professional judgement to determine the appropriate response.	◆ Listen to instructions and advice from all adults Speak with respect to adults and pupils ◆ Be willing to turn a negative situation around with a positive response ◆ To perform an act of kindness for adults or pupils ◆ Showing a positive attitude to ◆ learning and behaviour	◆ Show an increasing independence during learning ◆ Following instructions and advice calmly during a difficult situation Demonstrate a persistently positive attitude to learning Demonstrate persistent thoughtfulness to others ◆ Show an increasing understanding of how demonstrating respect leads to respect ◆ Turning a negative situation into a ◆ positive outcome	◆ Show leadership or a willingness to assist others ◆ Encourage kindness in others and lead by example ◆ Taking a leading role in promoting respect ◆ Representing the school in a positive manner ◆ Be truthful about situations	◆ Show an exceptional attitude to learning with an outstanding piece of work ◆ Take a leading role in encouraging listening skills in others ◆ Encourages a positive attitude in others ◆ Perform an act of kindness ◆ Demonstrates respect on a consistent basis	◆ A persistent attitude to improving learning ◆ To demonstrate exceptional listening skills in a related task or piece of work ◆ A pupil who shows spirit to benefit others ◆ Perform acts of kindness ◆ Manners and acts lead to recognised respect from the local community ◆ Takes a leadership role among pupils to develop school spirit
	Recognition	Verbal recognition and praise from teacher/staff, class acknowledgement, round of applause/appreciation	+2 House points	+3 House points	+5 House points Visit to SLT or Deputy Head	+10 House points Visit to the headteacher

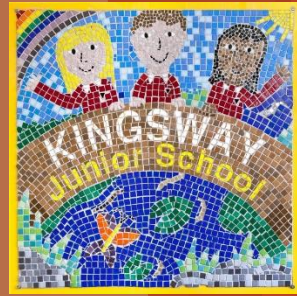
KJS Behaviour Chart



Anti-social behaviours

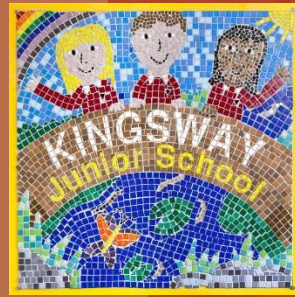
		Level 1	Level 2	Level 3	Level 4	Level 5
BEHAVIOUR DESCRIPTOR	*The behaviours listed are examples only and are not exhaustive. All behaviour will be assessed on a case-by-case basis, taking into account context, frequency, and the individual needs of the child. Staff will use their professional judgement to determine the appropriate response.	- Wandering around classroom - Ignoring adult requests - Disturbing learning - Calling out - Throwing or flicking small items - Interfering with the property of others - Distracting others - Fiddling with things - Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space. - Excluding others from games, conversations or activities	- Choosing not to change behaviour - Refusing to do work/avoiding work - Answering back - Repeated ignoring of adult requests - Insulting others - Denial of inappropriate behaviour - Defacing own or others work - Accidental damage to school or personal property - Encouraging others to misbehave by laughing at or encouraging their poor behaviour choice - Intentionally preventing others from learning - Play-fighting	- Persistent Level 2 anti-social behaviour - - Unwillingness to reflect on an incident or behaviour - Lying or rumour spreading - Minor deliberate damage to property - Disrupting the class so that learning is affected - Manipulating others to make a poor behaviour choice - Minor physical assault: Deliberately hurting someone else including hitting, pinching, pushing - Spitting on things - Regular incidents of unkindness to different individuals. - Leaving the class without permission	- Persistent Level 3 anti-social behaviour - Leaving the classroom without permission - Refusing to follow any instruction from any member of staff - Swearing - Lying to get a child or adult in trouble - Proven stealing of school or personal property - Graffiti - Persistent, significant disruption to learning - Using threats to force others to make poor behaviour choices - Threatened violence - Fighting - Deliberately hurting another child including emotionally - Regular incidents of unkindness to the same individual. - Racist, religious, sexist and homophobic abuse, cyberbullying, taunting or harassment	- Persistent Level 4 anti-social behaviour - Leaving the school site without permission - Swearing directly to intentionally hurt or abuse someone - Threatening remarks - Arson - Serious deliberate damage to school or personal property - Disruption to learning through physical, verbal or emotional abuse of pupils or adults - Trying to deliberately hurt someone else - Possession of an object that could be used intentionally to harm someone - Serious fighting - Serious physical assault: including hitting, strangling, punching, pinching, kicking - Spitting at someone - Sexual misconduct - Proven and persistent bullying
	Restorative Action	Attention prompt/Non Verbal cue from teacher Rule reminder linked to class charter Verbal reminder from teacher of behaviour expectations Positive reinforcement	Verbal warning Possible movement of space / chair within the classroom Teacher may informally speak to parents Potential loss of break time (appropriate to anti-social behaviour)	Time out Loss of break time (appropriate to anti-social behaviour) Teacher verbally informs parents Apology note (appropriate to anti-social behaviour) Recorded on school system	Possible removal from class Loss of break and lunchtime for a definite period (up to 5 days – decided by SLT) SLT or Deputy informed Recorded on school system	Consideration of suspension / exclusion SLT/ Head teacher informed Recorded on school system
	Playtime restorative action	Reminder of rules by staff	Children asked to walk with an adult to reflect on their behaviour Children asked to have a 'time out'	Loss of part of break / lunch Teacher informed	Incident referred to SLT Loss of rest of break / lunch Parents will be contacted	Internal or external suspension/exclusion Meeting with parents and a possible action plan drawn up

KJS Behaviour Curriculum



- ▶ In our school we have also developed a behaviour curriculum, where pupils will be taught and expected to demonstrate our expectations.
- ▶ This includes behaviour outside, inside and around school.
- ▶ Please see our website for further details of what we teach.
- ▶ [Kingsway Junior School - Behaviour](#)

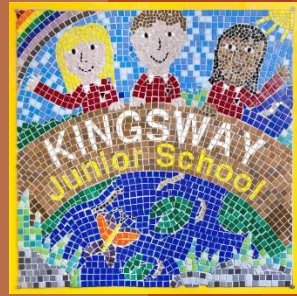
KJS expectations:



- Pupils are expected to line up ready to start the day on the playground, with their own class teacher.
- Pupils should be dressed with appropriate school uniform, please encourage your child to tuck their shirt in. Black school shoes must be worn. Hair must be tied up at all times.
- Reading books and reading records should be in school each day. These will be checked weekly.
- PE kit in school. This year, **PE takes place on a Thursday and a Friday.** Children come in school uniform and change into their PE kits before the lesson.



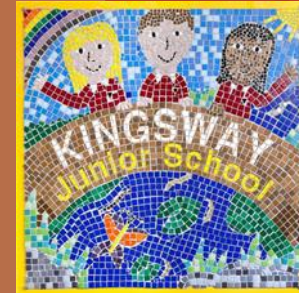
KJS expectations:



- ▶ Water bottles should be regularly taken home, washed and refilled – children need to fill these at break and lunch times and not during lesson times.
- ▶ **Toast is provided daily before 8:50am** and fruit is available in classrooms for break times.
- ▶ We are a healthy school, please support us with ensuring snacks and **lunches contain healthy foods. Please avoid nuts and nut spreads.**
- ▶ Lunch options include **four option choices daily** or a packed lunch option.



Home Learning



Reading

Children are expected to **read to an adult at least 5 x a week**. Free reader books are based in their classrooms. Library books will be in addition to this. Children will also be reading a book in their guided reading sessions as well as in English.

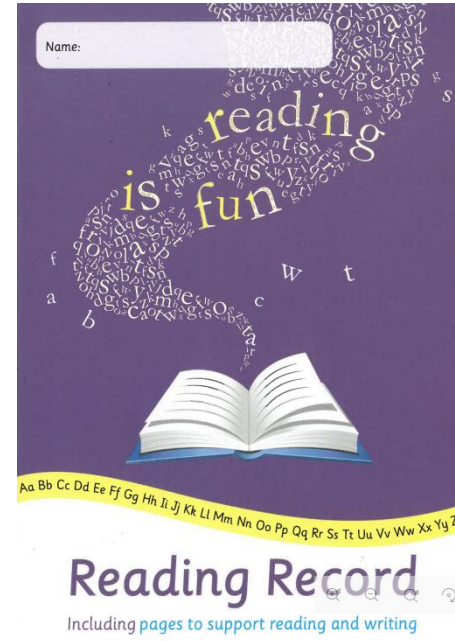
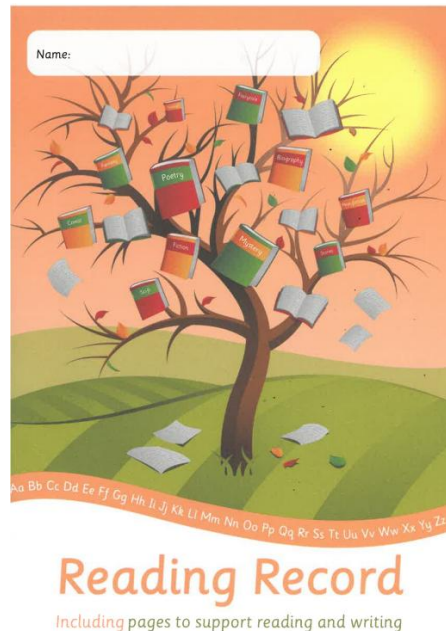
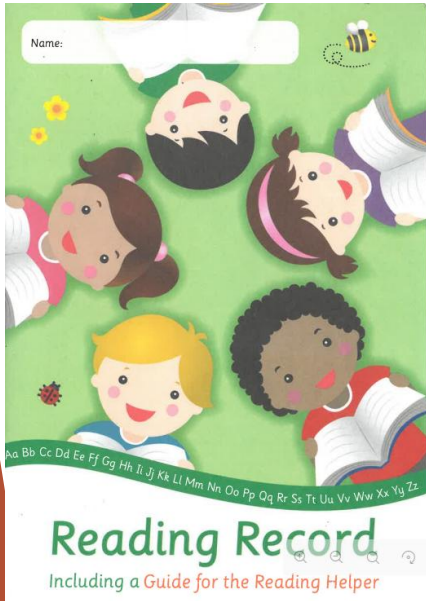
Reading Records: should be completed by adult at home 2 times a week and child every time they read.

Times Tables

Times tables will be taught and practised regularly in class and should be practised at home too.

Reading Records

- Please listen to your child read at least 5 times a week.
- Record this in their reading record, with the date, book, pages, signature and a comment if you wish.



Date, book and page number	Comments Give a score out of 10 to show how much you enjoyed your reading
	
	
	
	
	
	

Tricky words, or new words I have learned			

Date, book and page number	Comments Colour in or tick the stars to show how much you enjoyed your reading
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆

Tricky words, or words to practise			

Common Exception Words

Here is a list of common words with unusual grapheme-phoneme correspondences:

door	both	beautiful	move	clothes
floor	old	after	prove	busy
poor	cold	fast	improve	people
because	gold	last	sure	water
find	hold	past	sugar	again
kind	told	father	eye	half
mind	every	class	could	money
behind	everybody	grass	should	Mr.
child	even	pass	would	Mrs
wild	great	plant	who	parents
climb	break	path	whale	Christmas
most	steak	bath	any	
only	pretty	hour	many	

Homophones and Near-Homophones

Homophones are words that sound the same but have different spellings. Here are some to look out for.

there	Look over there !	quiet	We must be quiet in the library.
their	They have their own drinks.	quite	The jar is not quite full.
they're	They're (they are) having fun.	be	I want to be a vet when I'm older.
here	Please bring it here to me.	bee	A bee looks similar to a wasp.
hear	Can you hear the music?	blue	Blue is the best colour.
see	When I close my eyes I can't see .	blew	The wind blew my hat off.
sea	Let's go swimming in the sea .	night	We can see the stars at night .
bare	It's easier to climb with bare feet.	knight	The brave knight rode a white horse.
bear	A bear is a wild animal.	one	One , two, three, four...
to	We are going to the cinema.	won	Great! I have won a prize.
two	I have two pet cats and a dog.	sun	The sun is shining.
too	My toy plane is too heavy to fly.	son	Our son is six today.
are	These are my favourite fruits.	for	This present is for you.
our	Miss Jackson is our teacher.	four	Five, four , three, two, one, GO!
where	Where have I put my pencil?		
wear	Today, I need to wear a coat.		

The Next 200 High Frequency Words

water	find	live	fun	better
away	more	say	place	hot
good	I'll	soon	mother	sun
want	round	night	sat	across
over	tree	narrator	boat	gone
how	magic	small	window	hard
did	shouted	car	sleep	floppy
man	us	couldn't	feet	really
going	other	three	morning	wind
where	food	head	queen	wish
would	fox	king	each	eggs
or	through	town	book	once
took	way	I've	its	please
school	been	around	green	thing
think	stop	every	different	stopped
home	must	garden	let	ever
who	red	fast	girl	miss
didn't	door	only	which	most
ran	right	many	inside	cold
know	sea	laughed	run	park
bear	these	let's	any	lived
can't	began	much	under	birds
again	boy	suddenly	hat	duck
cat	animals	told	snow	horse
long	never	another	air	rabbit
things	next	great	trees	white
new	first	why	bad	coming
after	work	cried	tea	he's
wanted	lots	keep	top	river
eat	need	room	eyes	liked
everyone	that's	last	fell	giant
our	baby	jumped	friends	looks
two	fish	because	box	use
has	gave	even	dark	along
yes	mouse	am	grandad	plants
play	something	before	there's	dragon
take	bed	gran	looking	pulled
thought	may	clothes	end	we're
dog	still	tell	than	fly
well	found	key	best	grow

National Curriculum Word List for Years 3-4

You are expected to know these words by the end of Year 4. Tick ✓ each word when you know the meaning ☐ and when you know the spelling ☐

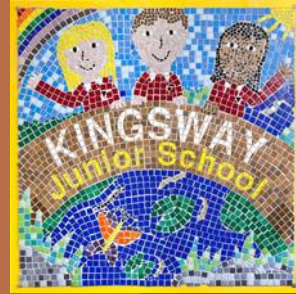
accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	
difficult	important	potatoes	

National Curriculum Word List for Years 5-6

You are expected to know these words by the end of Year 6. Tick ✓ each word when you know the meaning ☐ and when you know the spelling ☐

accommodate	correspond	identity	queue
accompany	criticise	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equipped/equipment	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

Home Learning



Spellings

We teach spelling three times a week.

Spelling patterns are taught and some words are learnt off-by-heart.

Your child may receive targeted words to practice at home.

Home Learning

This year we are providing pupils with a half termly outline of their home learning.

This will be linked with their in-class learning. Each week 3-5 activities will need to be completed, and can be brought into lessons to help the pupils with their learning. Each half term, the focal foundation subjects will rotate between History/Geography, PSHE/RE/Spanish and Art/DT.

A half-termly project will be set, alongside comprehension questions, and maths practise.

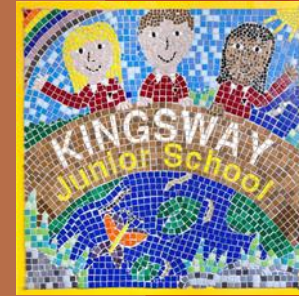
Home Learning: Building Independence

Our approach to home learning is designed to develop children's independence, reflection and ownership of their learning. Rather than receiving a tick from an adult, children will self-mark and reflect on their learning during lessons, with support from their teachers.

Home learning ideas will contribute to our classroom learning and discussion: children will regularly share their ideas and learning in lessons and will have dedicated opportunities to contribute to the class forum, sharing suggestions, questions and insights with their peers.

This helps us move beyond simply checking that work has been completed and instead focuses on children engaging with, discussing and taking responsibility for their home learning and using their pre-learning to help them in school.

Expectations in Year 5: Curriculum



Curriculum Newsletters will be sent out each term summarising what your children will be covering within each subject. A copy will be sent via email.

School pledge and classroom charter

- ▶ At Kingsway we encourage independence – taking responsibility for own work and actions.
- ▶ We strive to create a learning environment that encourages children to 'take a risk' and grow as a learner.
- ▶ All we ask is children try their best. Mistakes are a part of learning.

Curriculum Newsletters

Kingsway Junior School

Curriculum Newsletter

Year 5 Autumn Term 2026



Welcome to Year 5! The children have settled into Year 5 well and have come back to school focused and ready to tackle the year ahead. In Archers this year, Mrs **Netto** will be your teacher, supported by Mrs McHugh and Mr **Swata**. In Knights this year, Mrs **Kandhai** will be your teacher, supported by Mrs Khatoun.

English

In English, we will be following the Herts For Learning Curriculum, which combines the use of outstanding rated books to approach learning in a creative and engaging manner. Year 5 will be exploring 'Pocket Book of Pocket Poems', 'The World of the Unknown: Monsters' and 'Cloud Tea Monkeys'. Throughout the year the children will complete extended writing to ensure that the writing techniques are embedded. We will also be writing cross curricular pieces which combine their knowledge of English, Geography, History and Science. We encourage reading at ALL times.



Maths

We follow the Herts For Learning scheme for Maths. It will focus heavily on times tables, reasoning and problem solving skills. We will cover a range of areas throughout the term such as place value, fractions, decimals and percentages, properties of shape, area and formal methods of all four operations.



Science

Year 5 will be learning about famous scientists that aided world-changing discoveries such as Sir Isaac Newton and conducting some hands-on experiments to engage the children. They will be conducting a range of experiments and looking at what variables they can change and how to create a 'fair test'. Children will continue to develop their scientific skills by collecting data in a range of practical tasks. This half term, our focus will be on the earth, moon and the solar system. After half term we will take a look at 'Forces'.



PE

PE will be taught by CSE coaches twice a week. This term we will be focusing on Gymnastics, Dance, Cross Country and Netball. Wednesday and Friday.



RE

This term we will be focusing on beliefs and practices and the religion of **Sikh**.



PSHE

We have one PSHE session a week. This term the weekly lesson will cover a topic called 'Being Me in my World' and 'Celebrating Differences'. For example, we will be learning about our choices and how they can affect the community.

Computing

We are excited to be continuing with Purple Mash! This programme will allow pupils to develop their computing skills. This term the focus will be online safety and coding.



History & Geography

This term we will continue to use the CUSP scheme of work, which will focus on Ancient Greece in History and World Biomes in Geography. The unit will cover key facts, dates in history and evaluate reliable sources to deepen their knowledge. Alongside this we will be comparing and contrasting maps and looking at landscapes that link to the History being taught at the time.

Spanish, Music

Spanish will be taught by Mrs Hallahan and will focus on likes, dislikes, classroom objects and singular and plural. Music will be taught by Mr Rollo.

Class assemblies:

Archers – 6th November
Knights – 16th October

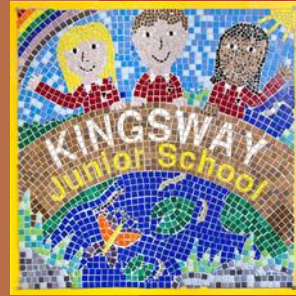
Open Door Policy

If you would like to talk to us about any issues, share further information you would like us to know about your child or ask any questions, please feel free to come and have a chat with us on the playground before or after school. Due to staff meetings, we are unavailable for meetings on Tuesday and Thursday afternoons, but you can make an appointment through us or the office at any point during the term.

Our termly curriculum newsletters will give you an overview for what we will be covering.

These can be found on our school website.

Maths



Maths

During the week your children will carry out tasks in both arithmetic and reasoning activities.

Your children will have the opportunity to use a wide range of resources throughout their learning where needed.

This will help embed the core skills required for their progress and learning.

Fluency sessions will take place throughout the week to recap and practise the concepts your children have already learned to ensure they go into the long term memory.

Reading and Writing



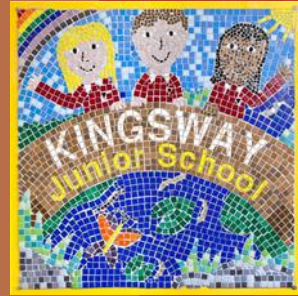
Reading

Pupils will have various opportunities for carrying out reading tasks. These will be within guided reading lessons, English lessons and class books. These lessons will focus on building vocabulary as they will be reading a range of texts and genres.

Writing

Your children's English lessons will be based around a range of high quality texts. Alongside an excellent model of writing, they help build children's vocabulary, which can be applied in their writing. Spellings are a key focus and these will be taught in regular short sessions, in English lessons and also through other subjects.

Dates for your Diary



- There are some in-school workshops as well as off-site trips happening this year. More information will be provided closer to each trip.

Autumn

15th December: Life in Ancient Greece

Fun Run at Futures

Watford Trust

Spring

Subject Revolution – Maths

Rugby festival at Futures

African Dance and Art

Summer

Phasels Wood

Communication

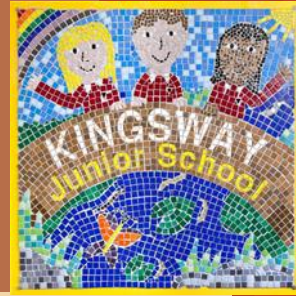


We value and appreciate all communication from you.

Please talk to us **after school or email/ call the office** to set up an appointment with us if you require a longer slot.

Unfortunately due to meeting times in school, teachers are unavailable on **Tuesday and Thursday** afternoons, but we will always try to accommodate where possible.

Keeping up to date



Please keep up to date with our school developments, via the following ways:

<http://kingswayjm.herts.sch.uk/>

Texts

emails

Newsletter

Twitter

Termly class assemblies–

Dates will be on our curriculum newsletter

Thank you for your time.

Any questions?

