

Year 5 and 6 Parent Workshop

Year 5

Miss Shell r.shell@chalkridgepri.hants.sch.uk

Mr Lyddy r.Lyddy@chalkridgepri.hants.sch.uk

Year 6

Mrs Burns h.burns@chalkridgepri.hants.sch.uk

Miss Perry m.perry@chalkridgepri.hants.sch.uk



School Uniform

- Navy-blue jumper/sweatshirt or cardigan (**no hooded tops**);
- Light blue polo shirt, shirt or blouse;
- Grey trousers, skirt or pinafore dress (summer cotton dress in blue and white);
- White, navy-blue or grey socks/tights;
- Conventional outdoor shoes in dark colours (conventional sandals may be worn in the summer);
- Hair longer than shoulder length tied up using plain coloured hairbands.



PE School Uniform



- Light blue t-shirt;
- Navy blue PE briefs, shorts, jogging bottoms or wrap over games skirt;
- Light blue fleece or sweatshirt (**no hooded tops**);
- Trainers or plimsolls for outdoor PE (not fashion trainers).

Safety Notes

- Earrings should be removed during all PE activities (**taped if pierced within the last 6 weeks**).
- All indoor PE in bare feet, shorts or tight fitted leggings.
- Hair longer than shoulder length tied up in plain coloured band.
- No hooded tops allowed.



Equipment Needed



Your children are encouraged to have a pencil case to become more independent with their resources. We will help provide this but have an expectation that they will take ownership of looking after it.

PE kit will need to be worn into school on days where PE is taught.


Year 5 – Monday and Thursday

Year 6 – Monday and Wednesday


Please note, children are not allowed to bring toys or fiddle toys from home. Fiddle toys will be provided where needed and agreed by the class teacher.



Home Learning

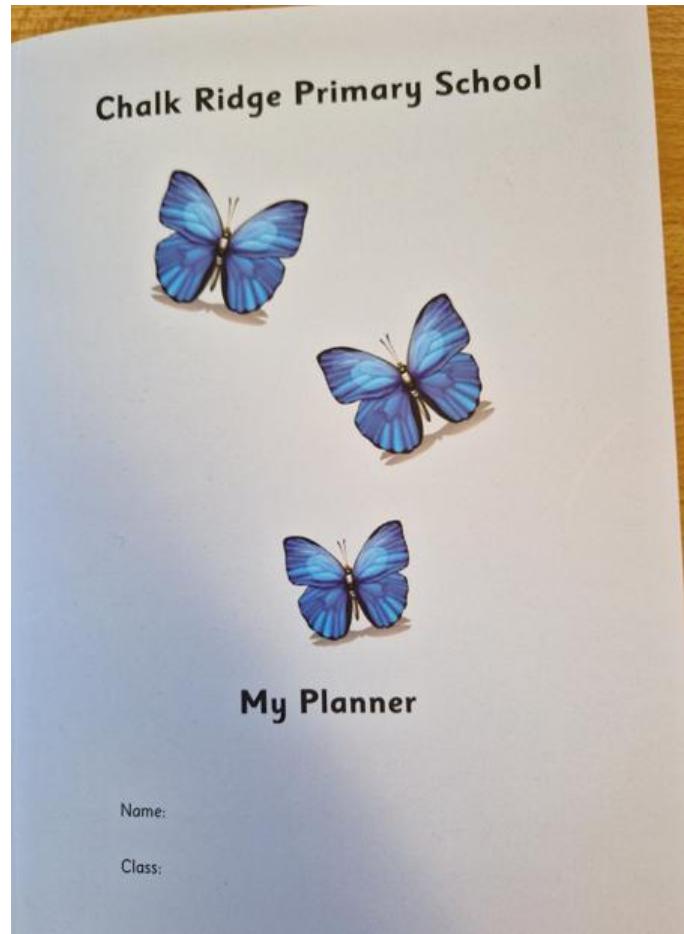


Your children will no longer be provided a home learning project each half-term. Instead, our focus has moved to reading, times tables and spellings.



Year 6 is the only year group that will have additional home learning linked to Maths and English.

Planners



Week Beginning: _____

Reading Homework	Monday	Tuesday	Wednesday	Thursday	Friday
Parent/Guardian					
Pupil					

Subject and Homework Details		Date Due	✓ Done
Monday			
Tuesday			
Wednesday			

Subject and Homework Details		Date Due	✓ Done
Thursday			
Friday			

comments... messages... reminders... spellings... targets... achievements... awards... notes...

Parent's signature: _____ Teacher's/Tutor's signature: _____

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Reading

Regularly listening to your child read and reading to your child will benefit them. Through reading, children can:

- Develop their sense of self.
- Improve emotional literacy.
- Develop empathy.
- Improve their fluency.



Student A reads 20 minutes each day = 3600 minutes a school year = 1,800,000 words

Student B reads 5 minutes each day = 900 minutes a school year = 282,000 words

Student C reads 1 minute each day = 180 minutes a school year = 8,000 words



Reading

At Chalk Ridge, the expectation is that children are listened to at home at least 5 times a week. For every five reads, the children will also receive a raffle ticket towards winning a £5 voucher. Planners need to be in school everyday and children will be given the opportunity to change their reading books weekly. This may be independently in the library or books online through Little Wandle.

Times Tables Rock Stars

- 'Times Tables Rockstars' enables children to practise and learn times tables at home and school.
- It enables them to improve their fluency and recall multiplication (and division) facts quickly.
- [Times Tables Rock Stars \(ttrockstars.com\)](http://ttrockstars.com)
- The expectation is that children play for 5 minutes a day.
- Usernames and passwords are in their planners.
- Rockstar day: Tuesday 30th September



Spelling Shed

- 'Spelling Shed' enables children to practise and learn spellings at home and school.
- Spelling Shed's approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning.
- [Spelling Shed - The Science of Spelling](#)
- The expectation is that children play for 5 minutes a day.
- Usernames and passwords are in their planners.
- The Year 5 spelling test is on Fridays
- The Year 6 spelling test is on Thursdays





LbQ



- LbQ is a platform that asks pupils to complete questions helping them to learn and practice mastery in a variety of different topical areas across Maths and English with instant teacher and student feedback.
- Children will use the platform at least three times a week in school.
- Personalised home learning for Maths and English will be set fortnightly after half-term, beginning in Autumn 2.
- QR code, username and password will be in their planner.



How to support your child



- Regular reading
- Ask questions - Who? – How do you know? What do you think? Prove it?
- Regular times table practise
- Mental maths practise for fluency
- Spelling rules and the Y3/4/5/6 spelling list
- Prepare for the week with food and sleep!



Key Dates This Term

- Photographer in school on 18th September
- No packed lunch day (school census – Thursday 2nd October)
- Year 6 Calshot residential 3rd-7th November
- Parents Evenings on 18th and 20th November
- Inset Day Monday 24th November (instead of Friday 13th Feb 26)

The weekly newsletter will keep you up to date.

Curriculum - Chalk Ridge Primary School - School Websites

Chalk Ridge Curriculum Autumn Term

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science	Seasons: Autumn	Describing materials Seasons: Autumn and Winter	Animal life cycles	Magnets Animals, skeletons and movement	Mixing and separating them Digestion	Fossils, geological time and classification Space and gravity	How light behaves Classification and evolution
Geography	Local surroundings Features of a map	My school Title- What is special about our school?	The UK Weather and seasons The sun is always shining in the UK	Local study settlement and land use Why do we like our local area and does it meet our needs?	Southampton Is Southampton the gateway to the world?	Australia: Oceania and the UK Is every country equal?	Local area and Rio de Janeiro Rio de Janeiro is a world away from south Hampshire. How is Brazil different from the UK
History	Themselves/ important events in their own lives	Toys: changes in living memory	Great Fire of London: Significant events beyond living memory Samuel Pepys: Nationally significant people	Stone Age to Iron Age Britain: settlement.	Saxon and Scots: settlement Invasion/ settlement	Local History: The Battle of Britain Thornycroft and evacuation Legacy/threat of invasion	Ancient Greece Legacy
	Concept-Belonging Golden thread- Belonging	Concept - belonging Golden thread – belonging Context – all about me	Concept - special Golden thread – special Context – special books	Concept - belonging Golden thread - belonging Context – belonging in	Concept - Holy Golden thread - Special Context – Mary	Concept - Umma Golden thread – community Context – What does it	Concept - imagery Golden thread - Context – Images of Jesus

Year 5 Example Timetable

Monday			Tuesday		Wednesday		Thursday			Friday	
08:40 – 09:00	Register and Early Morning Task		08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task		08:40 – 09:00	Register and Early Morning Task
09:00 – 09:30	Guided Reading		09:00 – 09:30	Guided Reading	09:00 – 09:30	Guided Reading	09:00 – 10:30	Guided Reading		09:00 – 09:30	Spelling Test Reading Fluency
09:30 – 10:30	5S VH - Art	5L Woodland School	09:30 – 09:50 09:50 – 10:30	Maths	09:30 – 10:30	Maths		5S PE	English	09:30 – 10:30	Maths
10:30 – 10:45	Breaktime		10:30 – 10:45							Breaktime	
10:45 – 11:00	5S Woodland School	5L VH - Art	10:45 – 11:00	English	10:45 – 12:00	English	10:45 – 12:00	English	5L PE	10:45 – 12:00	English
11:00 – 12:00			11:00 – 12:00							10:45 – 12:00	
12:00 – 13:00	Lunchtime		12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime		12:00 – 13:00	Lunchtime
13:00 – 13:20	Register Handwriting		13:00 – 13:30	Register Spelling Shed L1	13:00 – 13:05	Register Spelling Shed L2	13:00 – 13:20	Register Spelling Shed L3		13:00 – 13:15	Register Handwriting
13:20 – 14:00	Maths		13:20 – 14:00	RL Leadership Time (CK) PSHE	13:05 – 14:10	History	13:20 – 14:20	Maths		13:15–14:40	Science
14:00 – 14:40	PE - Fitness		14:00 – 15:00	RE	14:10 – 14:40	French	14:20 – 14:40	RS ECT Time 2:00 – 3:10 (VH)			
14:40 – 15:00	Assembly				14:40 – 15:00	KS2 Assembly	14:40 – 15:00	Singing Assembly		14:40 – 15:00	Whole School Celebration Assembly
15:00 – 15:10	Class Book		15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book and Class Assembly		15:00 – 15:10	Class Book

Year 6

Monday		Tuesday		Wednesday		Thursday		Friday	
08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and spelling shed	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task
09:00 – 09:30	Guided Reading	09:00 – 09:30	Guided Reading	09:00 – 09:30	Guided Reading	09:00 – 09:30	Spelling test	09:00 – 09:30	Guided Reading
09:30 – 10:30	PE with CT and SC	09:30 – 10:30	Maths	09:30 – 10:30	Maths	09:30 – 10:30	DT	09:30 – 10:30	Maths
10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime
11:00 – 12:00	English (Dictation)	10:45 – 11:00	English (SPaG)	10:45 – 11:00	English (Dictation)	10:45 – 11:00	Guided reading PSHE	10:45 – 11:00	English (SPaG)
		11:00 – 12:00		11:00 – 12:00		11:00 – 12:00		11:00 – 12:00	
12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime
13:00 – 13:05	Register	13:00 – 13:05	Register	13:00 – 13:05	Register	13:00 – 13:05	Register	13:00 – 13:05	Register
13:05 – 14:00	Spelling shed	13:05 – 14:00	Geography	13:05 – 15:00	PE with CT	13:05 – 14:00	Spelling shed	13:05 – 13:55	Science
	Maths arithmetic					14:00	SPaG		
14:00 – 14:40	RE	14:00 – 14:40	Music			14:00 – 14:40	Maths	13:55 – 14:40	
14:40 – 15:00	Whole School Assembly	14:40 – 15:00	Key Stage Assembly		French/Computing	14:40 – 15:00	Singing Assembly	14:40 – 15:00	Whole School Celebration Assembly
15:00 – 15:10	Class Book	15:00 – 15:10	Class Book			15:00 – 15:10	Class Book		

Maths

- To become fluent in mathematics, so that children develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- To reason mathematically using the correct mathematical language
- To solve problems by applying their mathematics to problems and persevere in seeking solutions

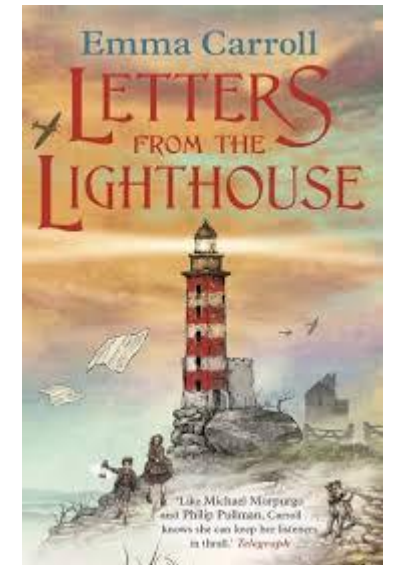
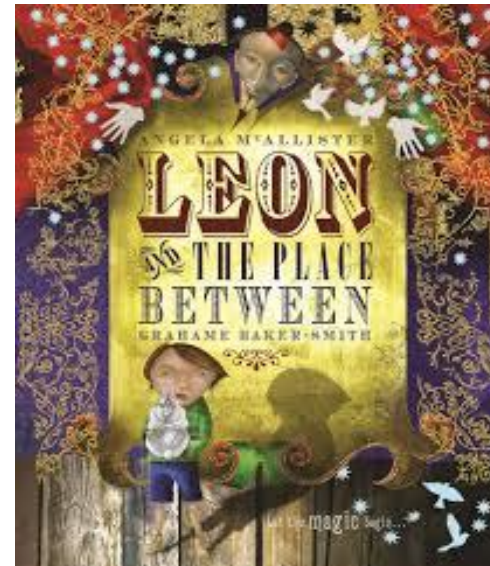
Number and Place Value (YN - Y6)	Addition and Subtraction (YN - Y6)	Multiplication and Division (Y1 - Y6)	Fractions (Y1 - Y6)	Decimals (Y3 - Y6)	Percentages (Y5 - Y6)	Measurement (YN - Y6)	Geometry (YN - Y6)	Statistics (Y2 - Y6)	Ratio and Proportion Y6 only	Algebra Y6 only
Counting	Mental methods	Times tables and related division facts	Recognise, name and draw fractions of shapes, quantities and measures	Counting	Identify percentages as part of a whole number and understand their decimal and fraction equivalents	Compare, describe and solve practical problems involving height, length, mass, capacity, money and time	Use the correct vocabulary to describe patterns, position and direction	Interpret data using bar charts, pictograms and tables	Solve problems involving the relative sizes of two shapes or quantities	Use simple formulae
Read and write numbers using numerals and words	Formal written methods	Formal written methods	Compare and order fractions (Y2 - Y6)	Identify decimals as parts of whole numbers linked to place value	Compare and order fractions, decimals and percentages	Recognise and describe the properties of shape	Ask and answer questions using data including finding the difference and totalling	Solve problems involving scale factor of shapes using coordinate grids	Generate and describe linear number sequences	Express missing number problems algebraically
Identify and describe patterns within numbers	Solve contextual problems using addition and subtraction e.g. involving measurement, money and time	Solve contextual problems using multiplication and division e.g. involving measurement, money and time	Recognise equivalent fractions (Y2 - Y6)	Compare and order fractions and decimals	Know and use the correct standard units of measurement (Y2 - Y6)	Describe and measure angles and turns (Y3- Y6)	Interpret and present continuous data using appropriate graphical methods (Y5- Y6)	Find pairs of numbers that satisfy an equation with two unknowns		
Solve problems using number facts and place value			Solve problems involving fractions (Y2 - Y6)	Solve problems involving decimals	Solve problems involving decimals	Convert between different units of measurement (Y3 - Y6)	Describe lines using the correct vocabulary and recognise lines of symmetry (Y3- Y6)	Solve problems involving algebra		

English

- To build strong literacy and language skills, a love of reading, and clear communication.

- Focuses on three main areas:

- reading, including comprehension and a wide range of texts;
- writing, encompassing grammar, spelling, and coherence for various contexts;
- and speaking and listening, covering discussion, presentations, and debate.



Why does my child need to get messy...

Getting messy helps children learn by stimulating their brains, senses, and fine motor skills through hands-on exploration. Messy play fosters cognitive growth by teaching cause and effect, problem-solving, and concepts like texture and volume. It also encourages language development as children describe their experiences, enhances creativity by allowing for open-ended exploration, and strengthens the adult-child bonds and peer bonds through shared interaction.



What is Forest School?

Forest School features child-led learning in a natural outdoor environment over an extended period, fostering holistic development, resilience, and risk-taking through supported exploration and play, with qualified leaders acting as guides. In contrast, a traditional approach typically involves a teacher-led curriculum, often with a rigid, set schedule and formal testing, predominantly taking place indoors within classrooms.

What is Outdoor Learning?

Outdoor learning is a broad educational approach where learning takes place in the natural or built outdoor environment, rather than solely in a traditional classroom. It involves hands-on, multi-sensory experiences and purposeful activities designed to foster holistic development, build confidence, enhance physical and mental well-being, and cultivate a deeper connection with nature and the environment.

What is Woodland School?

It's a bit of both.



SEND

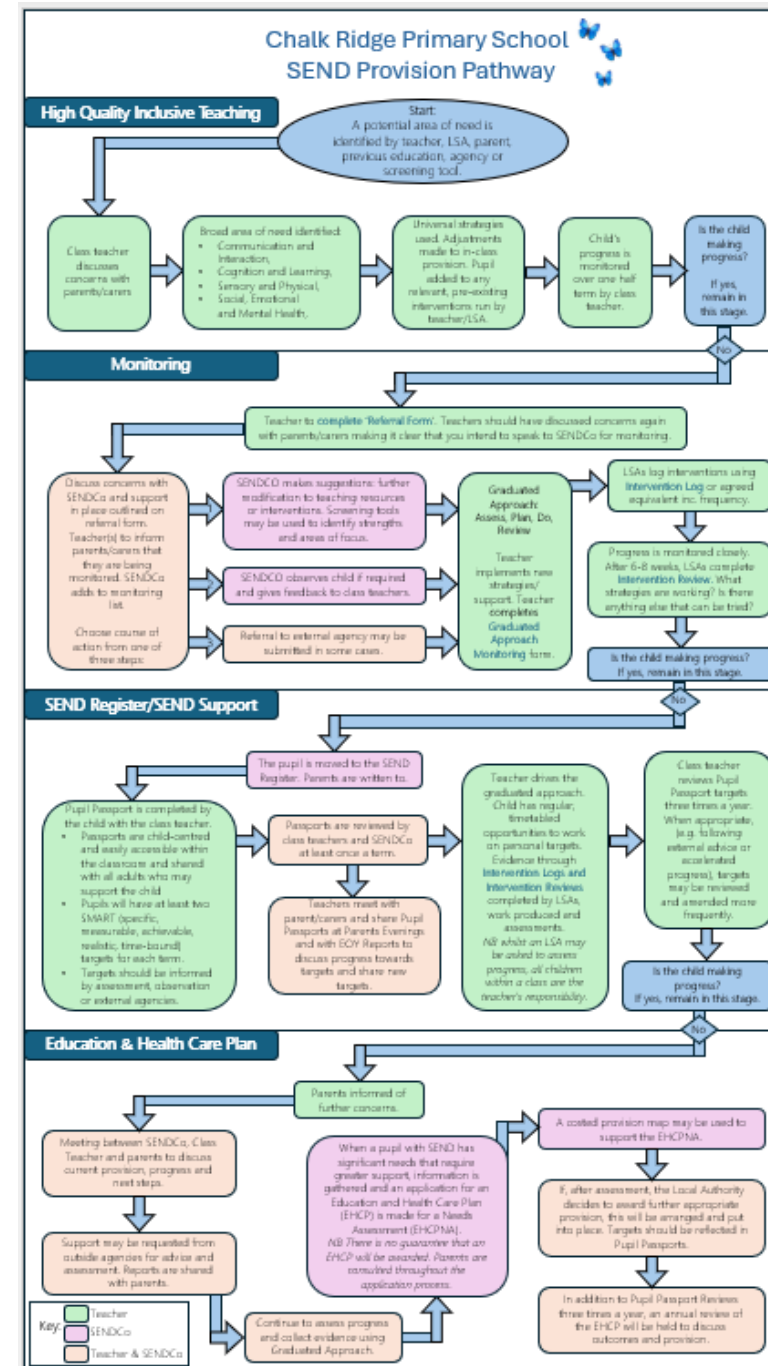


Mrs White is our SENDCo

SEND

Our SEND Provision Pathway outlines the stages and processes that we follow for a child who may have an additional need.

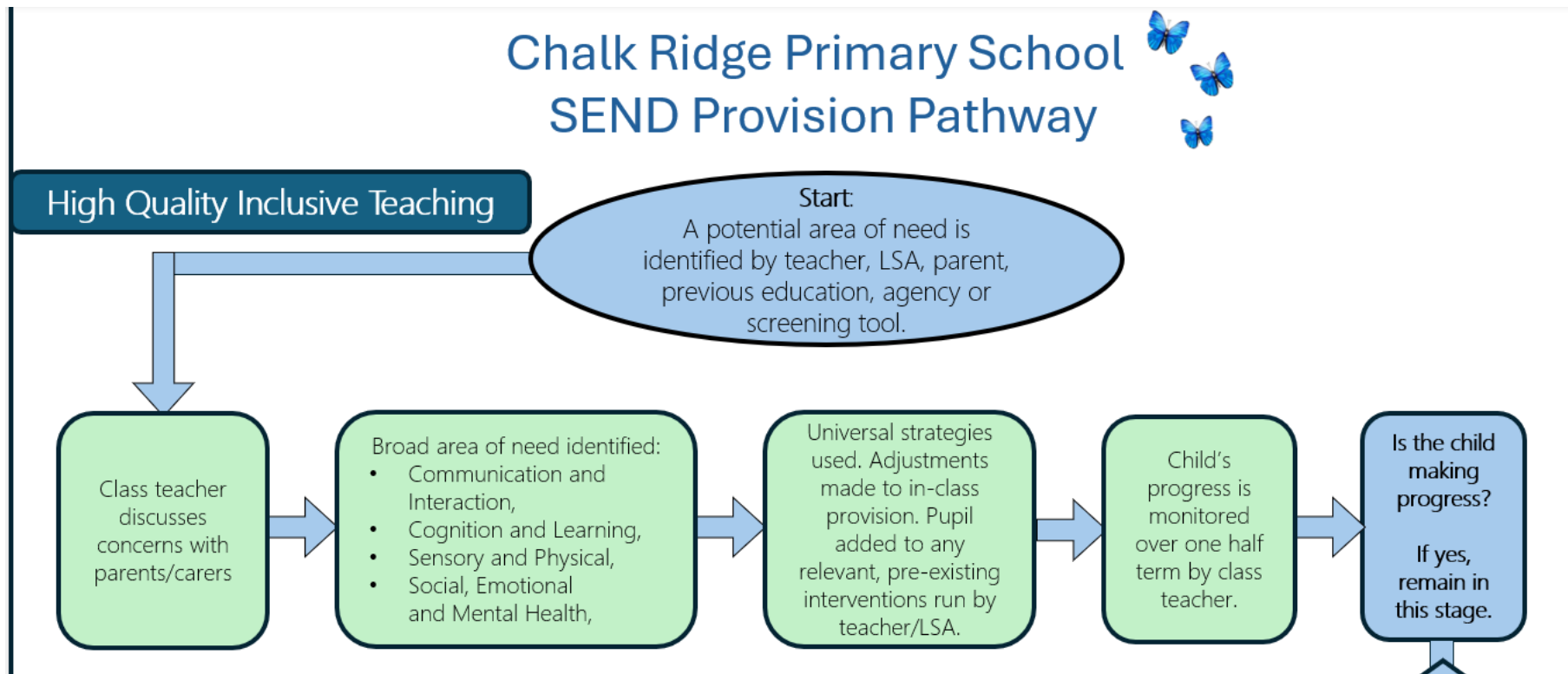
It is colour-coded to show what are the responsibilities of the class teacher, the SENDCo and where it is a team approach.



SEND

Provision starts with High-Quality Inclusive Teaching.

Initial concerns should always start with a discussion between the class teacher and parents.



SENSORY ROOM

New for 2025-26!

Key children have
timetabled slots.

There are vacant
slots throughout
each day were it is
available for any
child to go if they
feel they need it.



Celebrating 2024 - 2025

- ▶ Early Years Good Level of Development (GLD) - 69%
- ▶ Year 1 Phonics Screening - 90%
- ▶ Year 2 Phonics Rescreening - 100%
- ▶ Year 4 Multiplication Timetables Check - average score 22
- ▶ Year 6 SATs reading - 60%
- ▶ Year 6 SATs writing - 71%
- ▶ Year 6 SATs maths - 64%
- ▶ Year 6 SATs SPaG - 67%
- ▶ Year 6 SATs combined - 51%
- ▶ Persistent Absenteeism dropped to below national
- ▶ Attendance for all meets national expectations

Celebrating 2024 - 2025

- ▶ Implementation of Spelling Shed.
- ▶ LBQ in Year 6.
- ▶ Foundation curriculum with progressions of skills and knowledge.
- ▶ Pupil passports.
- ▶ Introduction of Makaton.
- ▶ Managing of high need SEND in the classroom.
- ▶ Three sets of x30 tablets (x1 for each phase).
- ▶ Improved filtering and monitoring systems and processes in line with KCSIE.
- ▶ Improved security on both internal entrances (Year R and the main corridor).
- ▶ Boys toilets, at both ends, have been refurbished.
- ▶ Playground markings have been repainted - sensory circuits.

Celebrating 2024 - 2025

- ▶ New parent governor - Mrs Shona Robertson (mum to Jack (Y5), Jake (Y1) and Emily (Y1)).
- ▶ New Chair of Governors - Chanin Lloyd



Celebrating 2024 - 2025 Thrive

- ▶ Official launch of Chalk Ridge being a Thrive school.
- ▶ Positive impact on pupils.
- ▶ Article in the Gazette.
- ▶ Short piece on Hampshire TV.
- ▶ Parents evening drop ins.
- ▶ Summer fayre fund raising which enabled every child to have a Thrive end of school year gift.
- ▶ Coffee mornings held and planned in for the new school year.
- ▶ Cluster Thrive Practitioners first meeting with Chalk Ridge hosting.

Smartphone Free Childhood

- ▶ Collaborated with more than 30 local primary schools to promote a smartphone free childhood.
- ▶ Luke Murphy (local MP) has raised it in parliament.
- ▶ Charles Applegate (Head at St Marks) interviewed by Good Morning Britain.
- ▶ Parents emailed and invited to x3 webinars to explain why we are a smartphone free childhood school.

2025 - 2026 (SDP)

School Development Plan

Quality of Education - writing

Improved fluency, SPaG and transcription will enable more children to be working at the expected standard so we are in line with national expectations for EXS and GDS.

Quality of Education - foundation curriculum

Develop teacher's subject knowledge to enable them to teach the foundation curriculum as intended so that all pupils get the support they require to be successful learners.

Develop the school's wider personal development offer, including opportunities for pupils to develop talents and interests.

Leadership and Management

Ensure that the school budget is fit for purpose, effectively managed to meet the needs of the children and is not in deficit at the end of the fiscal year.

2025 - 2026

- ▶ Zones of regulation
- ▶ Outdoor Play and Learning (Play team)
- ▶ Butterfly room
- ▶ Sensory room
- ▶ Implementation of Makaton as 'normal provision'
- ▶ Forest School (Practical Play Wednesdays)
- ▶ Woodland School
- ▶ Cross curricular orienteering
- ▶ New caterers ABM making the costs more effective for our families
- ▶ Harvest we are collecting for Basingstoke Foodbank
- ▶ New RSHE guidance
- ▶ 2026 is the year of reading - promote the love of reading
- ▶ Triple P course for identified parents with Kathy Gare.
- ▶ Continue with the sustainability and climate change work (SO'B).
- ▶ School council would like to change the house names.



SATs



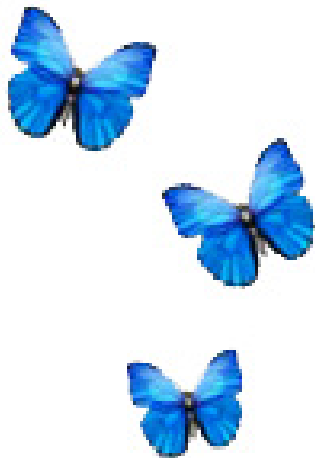
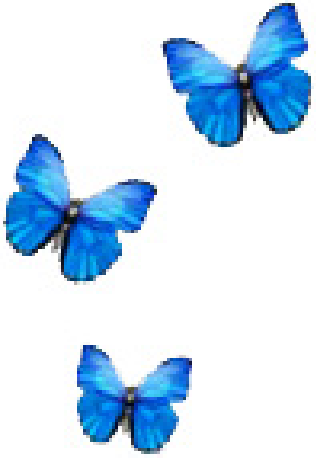
SATs tests have been designed to give a measure of attainment in three subject areas:

- **Reading**
- **Mathematics**
- **Spelling, punctuation and grammar**

These tests are set and marked externally, and the results are used to measure the school's performance (for example, through reporting to Ofsted and published league tables). Your child's marks are used, in conjunction with their teacher's assessment, to give a broad picture of their levels of attainment which is important when making their transition to Year 7.

Tests will begin on the week beginning **Monday 11th May 2026**





Reading and Spelling, Punctuation and Grammar

- The reading test is a single paper with questions based on three passages of text. Your child will have one hour, including reading time, to complete the test.
- The Spelling, Punctuation and Grammar (SPAG) test consists of two papers. A 45 minute SPAG test, followed by a further spelling test where children will be tested on 20 different words.

Three blue butterflies are scattered across the white background. One is in the top right, one in the middle left, and one in the bottom center. They are all facing different directions, giving a sense of movement.

Three blue butterflies are scattered across the white background. One is in the top left, one in the middle right, and one in the bottom center. They are all facing different directions, giving a sense of movement.

21	$9 - 1.9 =$	<div></div>	<div></div> 1 mark
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