



English Martyrs'
Catholic Primary School

Loving Jesus, Loving Learning, Loving Life

Welcome to Year 5

*Curriculum Information Evening
2024*





What we will cover...

- *Meet the staff*
- *School - BBCET*
- *Core Values/Ethos*
- *Curriculum / timetables*
- *Expectations - home/school*
- *Lunches*
- *Website/Communication*
- *Parent Survey*
- *'Online support drop-in'*





Meet the staff

Mrs Watts - Upper Key Stage 2 Phase lead

5C- Mr Coalter- Class Teacher
5M- Miss Madsen - Class Teacher

Mrs Hawkins- HLTA

Mrs Sutcliffe - Teacher
Mrs Clarke - Music Teacher

SCHOOL STAFF





BISHOP BEWICK

CATHOLIC EDUCATION TRUST

Catholic Education in the North of the Diocese of Hexham & Newcastle

<http://www.bishopbewickcet.org/>





Safeguarding

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to comply with best practice and provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and maltreatment and will follow our procedures and government guidance to ensure that children receive effective support, protection and justice.



Mental health and Well-being

At English Martyrs' we are passionate about building strong mental wellbeing and resilience in all our pupils. This is why as a school we have embraced Zumos as a major part of our school's pastoral care. Zumos is a leading online wellbeing system that is CAMHS kitemarked and was developed as part of the HeadStart project.



Our Core Values

Our Core values underpin our expectations for Behaviour & Conduct. They strive to enable everyone to 'BE' happy here at English Martyrs' and 'BE' the best version of themselves.



'BE-attitudes' - our Core Values

Our most important Be-attitude is:-

"Do to others what you would have them do to you."

Matthew 7:12

This is supported and underpinned by the gospel values outlined in the Beatitudes

Be Gentle - we don't hurt others

Be Just - we are honest and don't tell lies

Be Compassionate - we are supportive and comfort each other

Be Merciful - we don't hurt anyone's feelings

Be Humble - we celebrate everyone's gifts and talents

Be Peacemakers - we listen to each other.

Be Pure - we are kind

Be Courageous - we stand up for what is right



The Beatitudes are a roadmap for our life: they invite us to keep our hearts pure, to practice meekness and justice, to be merciful to all, to live affliction in union with God.

As a Catholic School we have the Catholic mission at our very core.

Everyone in school is expected to actively follow and live out our mission statement:

"Loving Jesus, Loving Learning, Loving Life."

We achieve our Mission Statement by following the Beatitudes as the foundation blocks of all we do. The Beatitudes give us the ATTITUDES that we want to BE.

We have Be-attitudes for Behaviour and Conduct (Our Core Values), Beatitudes for Learning and Beatitudes for Teaching.





Curriculum

At English Martyrs' we recognise that we are building the foundations for life-long learning with Christ at the centre. We want to capture and nurture a love of learning that our pupils will carry with them as they grow. We therefore strongly believe that learning should be memorable, hands on, active and challenging. Our curriculum is carefully designed to focus on the 'whole child', and harness all their unique gifts, talents and interests.

Our curriculum will maximise opportunities for children to:

- develop inquisitive minds, a spirit of curiosity and a passion for learning*
- be equipped with the skills to fully participate in an ever changing world*
- be respectful and productive members of the community*
- have high expectations and self-belief to enable them to reach their full potential*
- reflect on their learning and seek to extend themselves mentally, physically and spiritually and be aspirational*
- uphold the Catholic ethos of the school whilst respecting their own cultures and beliefs and those of other people*
- persevere and see any mistake making as a positive opportunity for new learning*
- develop an understanding and respect for the environment and God's creation and their role of responsibility for its stewardship*
- have the courage and confidence to take calculated risks and to apply their skills, knowledge and understanding to any problem-solving task.*





Values Curriculum

Living the Beatitudes

At English Martyrs' Catholic Primary School, it is our aim to raise standards by promoting a school ethos which is underpinned by core values (BE attitudes). These values support the development of the whole child to enable them to be the best version of themselves.

Our curriculum is designed around the Beatitudes from Matthew's Gospel, which have been shaped into 8 core values. We aim to support all children's social, moral, spiritual and cultural development as well as their understanding and use of British Values.

- ✚ As adults, we (all staff) try to live the values: we teach best by being role models.
- ✚ Our BE-attitudes curriculum is delivered during monthly House Group session. Each House group has pupils from Reception to Year 6.
- ✚ The session will follow a clear structure, giving opportunity for discussion, information sharing, reflection and prayer.
- ✚ Sources of evidence are used to construct arguments and aid discussion which helps us to understand that we are all part of a diverse community, that we have a role to play and that we are enough.
- ✚ We all have unique talents, to work as a team, and we are greater working together than acting in isolation.

OUR SCHOOL HOUSES

 St Aidan <small>All students with a special difficulty, teach us to be generous.</small>	 St Bede <small>We observe, we think, we search for wisdom.</small>	 St Cuthbert <small>Always caring and always sharing.</small>	 St Oswald <small>Spreading generosity with every donation.</small>	 St Benet Biscop <small>We are the very best of our kind.</small>	 St Bega <small>Remember, always, to be generous!</small>	 St Hilda <small>Patience, always, is essential to us.</small>
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End of Year - Expectations

English - Reading

- apply their growing knowledge of root words, prefixes and suffixes
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience





End of Year - Expectations

English - Reading

- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.





End of Year - Expectations

English - Writing

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

In Year 5, we continue to follow the Talk4Writing scheme in our writing lessons.





End of Year - Expectations

English - Writing

- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proof-read for spelling and punctuation errors.

English - Spelling

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.





End of Year - Expectations

Mathematics

Number and place value

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition and subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.





End of Year - Expectations

Mathematics

Multiplication and division

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.





End of Year - Expectations

Mathematics

Fractions

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than 1 as a mixed number
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.





End of Year - Expectations

Measurement

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume, for example, using 1 cm^3
- blocks to build cuboids (including cubes) and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.





End of Year - Expectations

Properties of Shapes

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ($^{\circ}$)
- identify:
 - angles at a point and one whole turn (total 360°)
 - angles at a point on a straight line and 2 1 a turn (total 180°)
 - other multiples of 90°
 - use the properties of rectangles to deduce related facts and find missing lengths and angles
 - distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Position and direction

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.



End of Year - Expectations

Religious Education

Standards for Primary Religious Education – KS2

By the end of age phase, pupils will be able to:

	Skill areas	9-11
AT1: Knowledge and Understanding (‘learning about’)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. Show knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs those actions of believers which arise as a consequence of their beliefs the life and work of key figures in the history of the People of God what it means to belong to a church community religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
	Making Links and Connections	<ul style="list-style-type: none"> Show understanding of, by making links between: <ul style="list-style-type: none"> beliefs and sources beliefs and worship beliefs and life
	Historical Development	
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> Use religious vocabulary widely, accurately and appropriately
AT2: Engagement and Response (‘learning from’)	Meaning and Purpose	<ul style="list-style-type: none"> Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose
	Beliefs and Values	<ul style="list-style-type: none"> Show understanding of how own and other’s decisions are informed by beliefs and moral values
AT3: Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> Use sources to support a point of view
	Construct Arguments	<ul style="list-style-type: none"> Express a point of view and give reasons for it
	Make Judgements	<ul style="list-style-type: none"> Arrive at judgements
	Recognise Diversity	<ul style="list-style-type: none"> Recognise difference, comparing and contrasting different points of view.
	Analyse and Deconstruct	





End of Year - Expectations

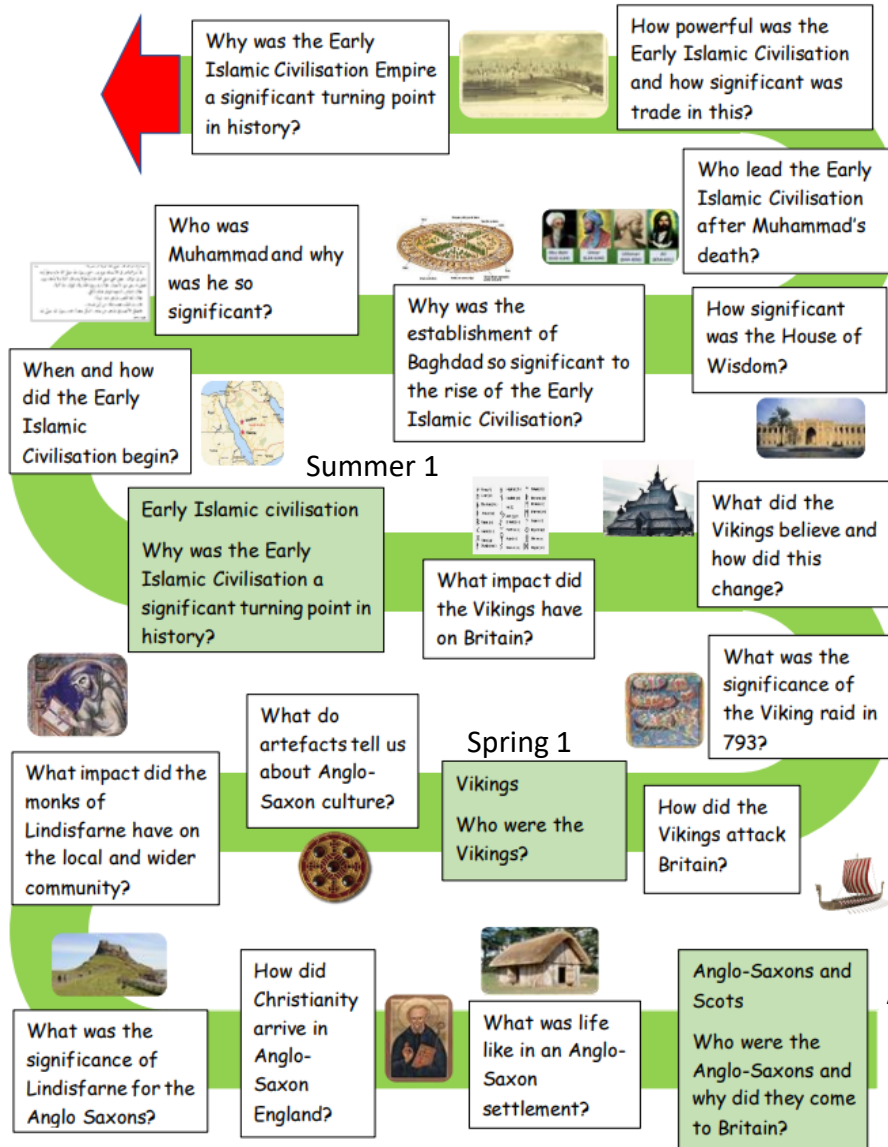
Science

UNIT	LESSONS
1. Living Things and their Habitats (including humans)	<ol style="list-style-type: none">1. Mammalian life cycle2. Amphibian and insect life cycles3. Birds4. Reproduction in plants5. Reproduction in animals
2. Properties and changes of materials	<ol style="list-style-type: none">1. Physical properties2. Solutions3. Separation techniques4. Uses of materials5. Reversible and irreversible changes
3. Earth and Space	<ol style="list-style-type: none">1. The solar system2. Day and night3. The Moon4. Constellations
4. Forces	<ol style="list-style-type: none">1. Gravity2. Friction3. Air resistance4. Water resistance5. Levers, pulleys, and gears



End of Year - Expectations

History



Key themes Beliefs Society Settlement Conflict Empire Power





End of Year - Expectations

Geography

5	Climate around the World <ul style="list-style-type: none">- Understanding climate and the equator- Climate zones around the world- Hot deserts- Temperate climates- Cold environments	Energy <ul style="list-style-type: none">- Why do we need energy?- Non-renewable energy – what's the problem?- Renewable energy – looking to the future- Conserving energy	Coasts <ul style="list-style-type: none">- The NE coast- Famous coastlines- Erosion at the coast- The disappearing coast
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Autumn 2

Spring 2

Summer 2





RSE Online Parent Portal

Online Parent Portal



As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church. The education of children in human sexuality is an important, precious and privileged responsibility. The Church teaches us that this is very much a partnership with parents, in which parents are the 'first educators' of their children on these matters; ultimately, you confer on us the right to co-educate your children with you.

Through their programme, Ten Ten understand the foundational role that parents have in educating and nurturing their children on these matters. Within the programme, they have built in resources which will not only keep you informed about what is being taught in school, but will also give you the opportunity to engage your children in discussion, activity and prayer.

Ten Ten have provide an Online Parent Portal which parents & carers can use throughout the year to keep you informed and updated about the work we are doing in school.

Login credentials for our school:

Username: Your Parent Login Username is - **english-martyrs**

Password: Your Parent Login Password is - **heart-5**

https://englishmartyrs.eschools.co.uk/web/rse_parentcarer_information_/560862





Day-to-day Expectations

Classroom

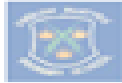
- Follow directions first time
- Listen when others are speaking
- Raise your hand before you speak
- Work quietly and do not disturb others
- Keep hands, feet and objects to yourself
- Show respect for school and personal property

Being prepared

- Arrive on time (8.40 - 8.50)
- Come to school in PE kit on PE day*
- No backpacks or unnecessary items in school
- Use school issued water bottle
- No earrings/jewellery
- Correct uniform - black school shoes - **trainers for PE days only**



Beatitudes for learning



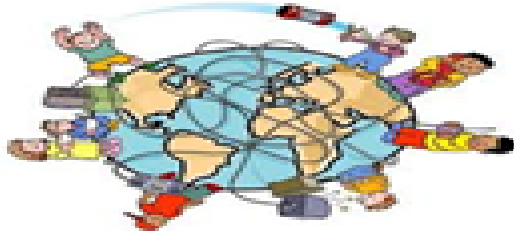
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'BE-attitudes' for Learning

Our most important Learning Be-attitude is-
'Living a life worthy of God's calling ... with
humility, gentleness, patience and love'
(Ephesians 4.)

This is supported and underpinned by our Curriculum aims -

- Be Curious
- Be Knowledgeable
- Be Adventurous
- Be Ambitious
- Be Creative
- Be Collaborative
- Be Reflective
- Be Positive




Class Charts /house points / Star & Saint awards



ClassCharts


111 **0**



Graham Abbes

			4
5			

110 **0**



Samantha Acton

			8
9			

OUR SCHOOL HOUSES

House Name	Points
St Aidan	280
St Bede	158
St Cuthbert	144
St Oswald	114
St Benet Biscop	100
St Bega	100
St Hilda	173





Curriculum overview - Map

Subject Area	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
RE	<ul style="list-style-type: none"> - Ourselves - Life Choices 	<ul style="list-style-type: none"> - Life Choices - Judaism - Islam - Hope 	<ul style="list-style-type: none"> - Mission - Memorial Sacrifice 	<ul style="list-style-type: none"> - Memorial Sacrifice - Sacrifice 	<ul style="list-style-type: none"> - Transformation - Freedom and Responsibility 	<ul style="list-style-type: none"> - Freedom and Responsibility - Stewardship
Literacy	<p><u>Fiction</u> <u>FATHER</u></p> <ul style="list-style-type: none"> - Losing tale - Description <p><u>Non-Fiction</u> <u>Snoozatron</u></p> <ul style="list-style-type: none"> - Explanation <p><u>Poetry</u> Heroes Benjamin Zephaniah</p> <ul style="list-style-type: none"> - Vocabulary 	<p><u>Fiction</u> Zelda Claw</p> <ul style="list-style-type: none"> - Journey/quest - Suspense - Description <p><u>Non-Fiction</u> Walter Tull</p> <ul style="list-style-type: none"> - Biography <p><u>Poetry</u> Macavity T.S. Elliot</p> <ul style="list-style-type: none"> - Vocabulary 	<p><u>Fiction</u> The Time Slip Pocket Watch</p> <ul style="list-style-type: none"> - Portal story - Characterisation - Description <p><u>Non-Fiction</u> Instructions – link to art</p> <ul style="list-style-type: none"> - Instructions <p><u>Poetry</u> The Magic Box Kit Wright</p> <ul style="list-style-type: none"> - Vocabulary 	<p><u>Fiction</u> Oliver Twist</p> <ul style="list-style-type: none"> - Rags to riches - Characterisation - Dialogue <p><u>Non-Fiction</u> Should children attend school?</p> <ul style="list-style-type: none"> - Discussion <p><u>Poetry</u> Diary Poem Julius Caesar</p> <ul style="list-style-type: none"> - Narrative Poetry 	<p><u>Fiction</u> Beetle Boy</p> <ul style="list-style-type: none"> - Journey - Dialogue - Openings and Endings <p><u>Non-Fiction</u> Beetles</p> <ul style="list-style-type: none"> - Non-chronological report <p><u>Poetry</u> Anglo-Saxon Riddles Anonymous</p> <ul style="list-style-type: none"> - Riddles 	<p><u>Fiction</u> Beowulf/The Bear</p> <ul style="list-style-type: none"> - Conquering the monster - Action - Suspense <p><u>Non-Fiction</u> Wolves reintroduced?</p> <ul style="list-style-type: none"> - Persuasion - speech <p><u>Poetry</u> I wandered lonely... Wordsworth</p> <ul style="list-style-type: none"> - Poetry appreciation
Quality Text Novel	<u>FATHER</u> <u>Cogheart</u>	<u>Varjak Paw</u>	The Nowhere Emporium	Street Child	Beetle Boy	The Wolves of Willoughby Chase
Maths	<ul style="list-style-type: none"> - Place Value - Addition and Subtraction - Multiplication and Division 	<ul style="list-style-type: none"> - Multiplication and Division - Fractions 	<ul style="list-style-type: none"> - Multiplication and Division - Fractions 	<ul style="list-style-type: none"> - Percentages and Decimals - Perimeter and Area - Statistics 	<ul style="list-style-type: none"> - Shape - Position and direction 	<ul style="list-style-type: none"> - Decimals - Negative Numbers - Converting Units
Science	Living Things and their Habitats (including humans)	Properties and changes of materials	Earth and Space	Forces	Forces	Working Scientifically
Geography		Climate around the world		Energy		Coasts





Curriculum overview - Map



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History	Anglo Saxons		Viking Britain		Ancient Islamic Civilisations	
Art	Drawing		Paint		3D	
DT		Structures: Frame Structures (Bridge building project)		Food: Celebrating Culture and Seasonality		Electrical Systems: More Complex Switches and Circuits
PE	Tag Rugby	Basketball	Gymnastics	Hockey	Dance	Athletics
Computing	Information Technology	Information Technology	Computer Science – Coding & Computational Thinking	Information Technology	Computer Science – Theory	Information Technology
	Databases	Game creator	Coding	Word processing - Word	Sharing Information	3D Modelling
MFL	Greetings Paris landmarks Classroom Instructions Locations on a UK map Asking questions	Ask and answer questions Animals – in the garden Colours Knowledge about France	Ask and answer questions Animals Colours Paris landmarks	In the sea In the woods Animals and colours	Likes and dislikes Ask and answer questions Animals	Ask and answer questions Describe countries of the UK Describe myself, my home and my garden
PSHE	Being Me in My World/ Created to love others	Celebrating differences	Created to Live in the community	Dreams and goals	Created and loved by God	Healthy Me
Music	Penny whistle	Penny whistle	Penny whistle	Penny whistle	Penny whistle	Penny whistle





Weekly Timetable

Year 5 Timetable - Week 4 - 23.9.24

Day	8.40-8.50	8.50 - 9.45		9.45 - 10.45	10.45 - 11.00	11.00-12.00			1.00-1.15	1.15 - 2.05		2.10 - 3.00	3.00-3.20
Mon.	Registration & prayer Wel come task	W/S Worship	Pre-Teaching	English Hot Task - independent losing story focussed on memory.	Break	Maths Round within 100,000	L u n c h	1 0 0 1 1 5	M e d i t a t i o n	History Lesson 2	B r a i n b r e a k	RE LF6	C l a s s F o c u s t i m e
Tues.		Class Worship		English Hot Task - independent losing story focussed on memory. 5M PE 5C		PE 5M English Hot Task - independent losing story focussed on memory. 5C				M e d i t a t i o n & P r a y e r		Maths Round within 1,000,000	





Weekly Timetable

Wed. CC out AM		KS assembly plus hymn practice		English Success criteria and editing		Maths End of unit assessment		s M e d i t a t i o n	RE LF6 - Footprints in the Sand		Art Drawing techniques
Thurs. PPA		RE Reflective grid	Arithmetic (30mins)	English Hook lesson - Snoozatron		Maths Mental Strategies		M e d i t a t i o n	Music PPA		PE PPA
Fri. Examen		Home work	Guided Reading	Maths Add whole numbers with more than four digits		House groups			PSHE TenTen -Module 1- Unit 1 - Task 3	B r e a k	Celebration assembly
								French Module 1 - Lesson 3 (30 mins)			





Homework

Homework will be given out on **Friday**.

Homework:

- Spellings (physical copy and online on Spelling Frame)
- **1 workout** from each of the CGP books: Maths, English and Comprehension.
- Reading books

Reading Books

- Reading books are changed on **Friday**. **If support unavailable, they will be changed on Monday.**

Log ins:

- Times Tables Rock Stars; Spelling Frame; Oxford Reading Buddy





Assessment

Maths - PUMA

English - PIRA

Grammar, Punctuation and Spelling - GaPS

Writing - Independent writing





Uniform

General uniform BOYS & GIRLS

Royal blue sweatshirt - at least 1 embroidered with school logo OR Royal blue cardigan embroidered with school logo

Light blue polo shirt - with or without embroidered school logo

Grey trousers, Grey shorts (in summer)
Grey skirt or pinafore for girls

Light blue/white gingham dress (in summer)

Black or dark coloured shoes (no trainers)*

Blue or Black plain Headscarf (for Muslim girls)

Please note that LEGGINGS are NOT part of our school uniform

*** Trainers for PE days only**



https://www.emcps.co.uk/web/school_uniform/42813

You can purchase school uniform from Top Class Uniforms who are a locally based firm.

4 Moulton Place, Blakelaw, Newcastle, NE5 3RL

Telephone No: 0191 271000

Website: www.tcuniforms.co.uk



PE Kit

PE
(children to come dressed in PE kit on PE day)

BOYS & GIRLS

White/blue T shirt (boys and girls)

Royal blue or black shorts

Black or navy track suit or jogging pants

School sweatshirt or dark coloured hoodie.

Training shoes



PE kit



joggers



Every child in Reception, Year 1 and Year 2 will receive a free hot nutritious school meal as part of the Universal Free School Meals initiative which was introduced in 2014. You may also wish to apply for benefits related free school meals, and if you qualify you will also receive supermarket vouchers during the school holidays.

Once your child enters into Key Stage 2 (Year 3) you have the choice of your child taking a packed lunch or continuing with school meals. Please note whatever option you choose this needs to be a weekly pattern, i.e. if you want to change from packed lunch to school meals or vice versa you would need to give school at least 1 week's notice of the change.

Please note if you are not eligible for free school meals and would like your child to have a hot meal you will need to create an online account to pay for your meals weekly in advance. The current cost for school meals is £11.00 per week.

Please contact the school office on 0191 274 7463 or by email to office@emcps.co.uk who will provide further details and account information to create your online account.



Food contained in a packed lunch

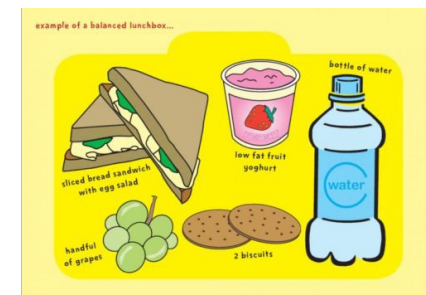
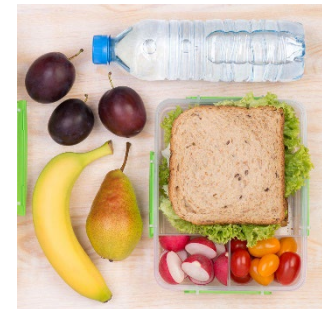
If you choose to provide your child with a packed lunch, in KS2 - it is expected that the food contained in the packed lunch is consistent with the nutritional standards based on the Eat Well plate model and the School Food Trust guidelines.

At English Martyrs' we encourage healthy eating, so if your child is having a packed lunch, in keeping with our healthy eating policy, their packed lunch could include:

- A sandwich or starchy salad (e.g. pasta/potatoes/rice)
- 2 fruit or veg
- Yogurt or cheese
- A drink
- Other items such as seeds, bread sticks, oat flapjacks, banana bread etc.

PLEASE NOTE: Chocolates, cakes and fizzy drinks are NOT allowed in packed lunches and will be sent home.

<https://www.nhs.uk/change4life/recipes/healthier-lunchboxes>





School Website

<https://www.emcps.co.uk>

Important to check school website regularly as key information will be uploaded here, including; Messages from Miss Elliott and SLT, policy updates, dates/times of events - much more!

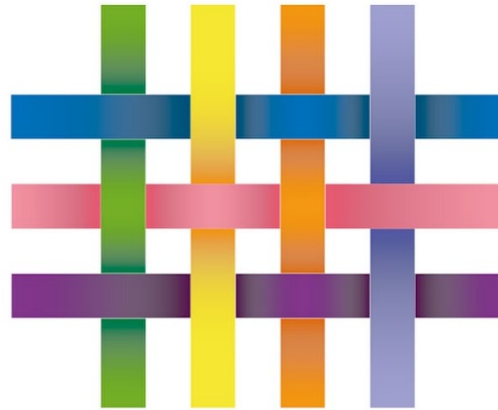
Facebook



English Martyrs' Catholic Primary

499 likes • 556 followers





TAPESTRY

- *Tapestry is a secure online Learning Journal to record photos, observations and comments to build up a record of your child's experiences during their time with us at English Martyrs'.*
- *Tapestry is a website which can be accessed on a computer or laptop, and also on any Apple or Android device such as a tablet or smart phone.*
- *Parents and carers are given their own log-in using their email and password (which is pre-set by us but can be changed by you to make it more secure). All our staff are given a secure log-in. They can then upload observations, photos or videos; recording children's achievements and assessing their learning*



Thank you for your continued support.

Thank you for
listening



Email contact:

5C@emcps.co.uk

5M@emcps.co.uk

Parent/Carer Survey

