



Welcome to West Hampstead!

Year 5
Information Evening



Year 5 Staff

There are 2 classes in Year 5:

Mississippi and Ganges



Ganges Class teacher
Olivia Cooper



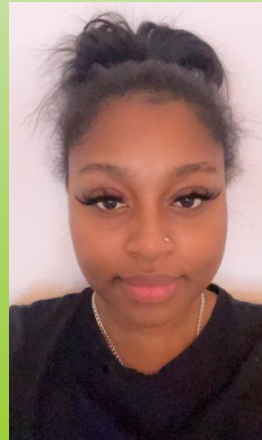
Mississippi Class teacher
Debbie O'Brien



Phase Leader
Hannah Bones



Learning Support
Mahin Abdul



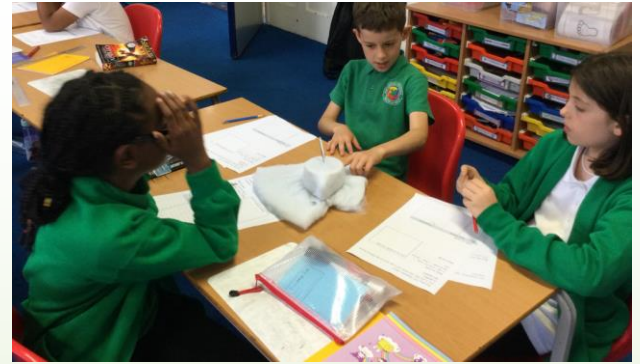
Learning Support
Kasey Gray



Learning Support
Tania Parsons

Our day:

- Each class is taught by their class teacher in groups of up to 30.
- Class teachers teach every subject, with some exceptions.
- Art – Ms. Schafer.
- P.E – Mr Leer.
- A range of other professionals may also work with the children.



Year 5 Timetable

	Wednesday	Thursday	Friday	Monday	Tuesday	
8:50 – 9:05	Maths starter	Maths starter	Maths starter	Maths Starter	Maths Starter	
9:05 – 09:45	Reading	Reading	Assembly (whole school)	Reading	Reading	
9:45 – 10:45	Maths	Maths	Maths	Maths	Maths	
10:45 – 11:00	BREAK					
11:00 – 12:10	English	English	English	English (M) PE (G)	English	
12:15 -12:30	Circle Time	Assembly (singing)	Reading	Assembly (Head teacher)	Assembly (Achievement)	
12:30 – 13:30	LUNCH					
13:30 – 14:15	History (G)	Computing (M)	Spellings	PE (M) French (G)	History (M)	English (G)
14:15 – 15:00		French (M)	Science	Golden Time (14:45 – 15:15)	Computing (G)	Art/PE
15:00 – 15:15		Class story			Class story	

Afternoon lessons change half termly to cover all curriculum subjects.
Timetable is flexible and subject to change if appropriate.

During Key Stage Two children work towards the **National Curriculum Standards** for each year group.

The National Curriculum has set out standards for the children to achieve by the end of Year 6.

- **Emerging** – working towards the statement. Developing understanding in this area.
- **Expected** – achieving at the expected level for their age.

Your child is exactly where they should be!

- **At Greater Depth** – has obtained a greater level of understanding and is able to apply their learning in different contexts.

Inclusion

- If your child has additional special educational needs (SEND), they will be supported by the Inclusion Team.
- They may have needs in the following areas:
 - Speech and Language
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Physical



Karen Filiz
Inclusion
Lead

Inclusion

- Children who have difficulties in these areas may need targeted support such as:
 - Group interventions
 - External professionals
 - One to one intervention
 - Additional support in the classroom
 - Referral to outside agencies

The Inclusion team have regular meetings with teachers and learning support assistants to ensure all children are supported appropriately.

Challenge for All

At WHPS, we believe that every child should be pushed to take their learning as far as possible.

- This applies to **all** our children – however high or low their starting points.
- We want to remove any limits that children (or others) might place on their aspirations.

**Aim for the sky and
you'll reach the ceiling.
Aim for the ceiling and
you'll stay on the floor.**



Challenge for All in practice

- Teaching children the school values – **Aspiration, Responsibility, Community, Consideration** and **Resilience** in lessons, assemblies and in daily school life
- Handover from last year – teachers meet to discuss all pupils
- Planning lessons with opportunities to go further (stretch and challenge)
- Teachers asking probing questions that make children think
- Regular meetings to look at the progress children are making and plan next steps for the year group and individuals
- Home learning (see next slides), including a range of reading books for the children to enjoy
- Personalised provision (when appropriate)

**Aim for the sky and
you'll reach the ceiling.
Aim for the ceiling and
you'll stay on the floor.**



Reading

- Comprehension sessions take place in the morning in whole class groups. Extra support for those who need it is available.
- Children change their reading books as they finish them, choosing from a wide range in the class book corners.
- Children should be reading **every day for at least 20 minutes** and commenting in their reading records. Reading records are checked daily by a member of the team.
- We also reward home reading using the reading challenge certificates.

The image shows a yellow 'My Reading Record' form. At the top, the title 'My Reading Record' is written in a curved, black font. Below the title is a cartoon illustration of a bee wearing glasses and holding a book, standing on a stack of books. There are four stars around the bee. Below the illustration, there are three lines for text: 'Name', 'Class', and 'Group'.

Reading Record Guidance

At West Hampstead, we expect all children to read at home for at least 15 – 20 minutes each day. The Reading Record is used to show the class teacher what books are being read at home and how often. Your child's book and reading record should come into school every day to be shown to an adult in school.



Year 3 – Year 6

Children from Years 3 – 6 will bring home either colour banded books or chapter books matched to their reading level. Although these are longer reads, the reading record should still be completed daily.

Your child may be a fluent, independent reader but still ensure that some of their reading time includes reading aloud to an adult.

Your child is expected to complete the reading record daily with the date, book name & a comment if necessary.



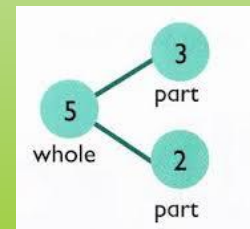
Questions

- Why did you choose this book? What made you think that it would be interesting?
- Catch me up on the story. What has happened so far?
- What do you think is about to happen? Why? Have you been given any clues?
- If you were that character, what would you have done in that situation?
- Do you think you would choose to be friends with the main character if they went to your school?
- Did the book end the way you expected? Would you have ended the book differently?
- Was there a problem in the book? Did it get solved?

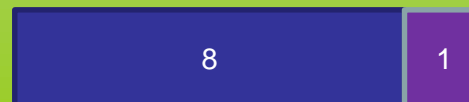
Maths



- We focus on:
 - Allowing children to experience maths rather than just see it.
 - Inviting children to explore maths and assisting with problem solving.
 - Encouraging children to talk about maths and develop their understanding independently.
 - Using concrete (objects e.g. counters, cubes) then pictorial (drawing pictures to support) then abstract (numerical) methods to calculate



A complex diagram illustrating mathematical relationships. At the top, a box containing the number 20 is connected by two lines to two empty boxes. Below this, there are two rows of equations: $\square + \square = 20$ and $20 - \square = \square$. Below these are two more rows of equations: $\square + \square = 20$ and $20 - \square = \square$. A horizontal line separates these from the next section. Below the line, there are two rows of equations: $\square + 1 = 16$ and $16 - 1 = \square$, followed by $1 + \square = 16$ and $16 - \square = 1$. At the bottom, there is a diagram of a long, thin oval shape divided into 16 equal segments. The number 1 is written above the first segment, and the number 7 is written above the seventh segment. The number 16 is written below the entire shape.



Writing



- We inspire writing through quality literature.

Writing at WHPS:

- We encourage children to understand the **purpose** of their writing.
- We use **oracy** to allow children to articulate their ideas verbally before they write them down.
- We use **modelling** to show children the writing process.
- **Grammar** is built into our lessons.
- **Improvement** is a major part of our writing process – you will see your child's improvements in blue pen.

West Hampstead Values:



WHPS Values
2024-5

Aspiration



- Creativity
- Curiosity
- Communication

Responsibility



- Citizenship
- Staying Healthy
- Organisation

Resilience



- Confidence
- Independence
- Adaptable

Consideration



- Kindness
- Empathy
- Respect

Community



- Belonging
- Collaboration
- Relationships

Year 5 Units

We provide a variety of exciting experiences in the children's learning beyond Reading, Writing and Maths. This may or may not involve writing, as we think the learning is best when the children are actively involved.

Autumn	Spring	Summer
History Ancient Greece	Geography Climate Zones	History Invaders or Settlers (Anglo-Saxons, Vikings and Normans)
Science Properties and changes of materials	Science Earth and Space Forces	Science Animals including humans Living things and their habitats
Music ENO Project	Music Camden Music Festival (at the Royal Albert Hall)	Music Charanga (glockenspiels)

Other National Curriculum subjects throughout the year:

Modern Foreign Languages (French), Design and Technology, Computing, Religious Education, Physical Education, Personal, Social and Health Education

Autumn 1 History Unit

5 Ancient Greece

How do we know so much about Ancient Greece?

The climate and geography of Greece today helps us to understand trade, food, farming.

Archaeological evidence – buildings, artefacts (pottery, jewellery, statues, coins) written and spoken evidence (Myths and Legends)

Ancient Greece refers to 700 – 480 BC. Greece existed long before then.

Artefacts are on display in Britain, but many people think this is wrong.

What was life like in Ancient Greece?

Life style depended on social position.

There was a large slave population.

There were different roles for males and females – which is why most figures that we know of, are male.

Religion was important, as people believed Gods would take care of them.



What do we know about Ancient Greek culture?

Playwrights wrote and produced the first dramas in outdoor theatres. (Euripides & Sophocles)

They created outstanding literature, poetry, and mythology. (Homer's Iliad and the Odyssey, Sappho for love poems)

The Olympics were a celebration.

How have the Ancient Greeks influenced our lives?

Many of the words we use today come directly from the Greek.

We live in a democracy.

Sport and exercise is still seen as essential for a healthy life.

There is evidence of Classical Greek architecture around the world.

Ancient Greece helped to explain through philosophy and science.

Evidence suggests they invented cranes, levers and watermills.

What are the achievements of the Ancient Greeks?

They developed the world's first democracy.

They wrote the first histories.

They invented the rules of Geometry as well as other mathematics. (Euclid)

They developed the art of Geometry to search for wisdom and truth. (Socrates, Plato, and Aristotle)

They created magnificent buildings and sculptures. They made heavy use of columns to support the buildings and decorated them.

They were the first people to take the scientific approach to medicine by actually studying the diseases. (Hippocrates)

They studied and classified or grouped different kinds of plants.



Socrates



Aristotle



Hippocrates



Alexander the Great

First recorded Olympic games are held.

776 BC

Athenian
Person from the Greek city of Athens.

Homer writes the 'Odyssey' and 'Iliad'.

700 BC

City state
A small area of Ancient Greece that had its own government, army and law.

Male Athenians given the chance to vote.

508 BC

Civilization
Organised and developed society.

Democracy
A fair political system where people vote for an elected government.

Classical period starts. Interest in the arts and architecture.

500 BC

Empire
A group of countries ruled by a common ruler.

Philosopher
Someone who studies the value of ideas and knowledge.

Greek theatre becomes popular in Athens.

472 BC

Government
Group of people who make laws in a country.

Hippocrates is born.

460 BC

Ancient
distant past, no longer in existence.

Role
the position held by someone.

The Parthenon is completed.

432 BC

Monarchy
one ruler.
Hierarchy
being ranked according to status.

King Phillip II takes control of Greece.

338 BC

BC
Before Christ. Based on the Christian calendar as a way of marking time.

Alexander the Great takes control of Greece.

336 BC

Archaeology
the study of human history through ruins and artefacts.

Primary source
a source created at or from the time studied.

Greece falls under the rule of the Roman Empire.

146 BC

Secondary source
a source created after the event, based on primary sources.

Autumn 1 Science Unit

Key vocabulary	
thermal insulator	Does not allow heat to pass through it easily.
thermal conductor	Allows heat to pass through it easily.
electrical insulator	Does not allow electricity to pass through it.
electrical conductor	Allows electricity to pass through it.
dissolve	A solid that completely mixes in with a liquid and cannot be seen.
solution	A mixture of a liquid with a dissolved solid or gas.
soluble	Solids and gases that dissolve in liquids.
insoluble	Solids that do not dissolve in a liquid.
sieve	Separates solids of different sizes.
filter	Separates an insoluble solid that is mixed in a liquid.
evaporation	Separates a soluble solid and a liquid.
reversible change	Changes that can be switched back and are not permanent. E.g. dissolving, melting, freezing
non-reversible change	Changes that can not be reversed back to their original state. E.g. burning, rusting

Materials can be grouped together based on their properties. For example:

- hardness
- solubility
- transparency
- thermal conductivity
- electrical conductivity
- response to magnets

Properties and changes of materials – Year 5

Significant scientists

Spencer Silver
(born 1941)

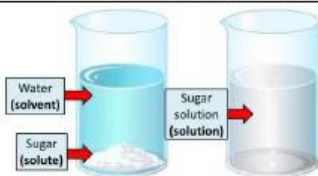


Spencer Silver is an American scientist who together with Arthur Fry was the inventor of Post-it notes in 1974. At the time, he was working to develop new classes of adhesives.

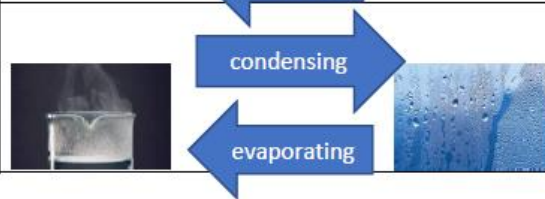
Joe Keddie

Joe Keddie is a professor of Soft Matter Physics at the University of Surrey. He is interested in the fundamental processes of soft matter, especially polymer thin films and nanoparticles.

Reversible changes



Dissolving sugar in water to make a solution.

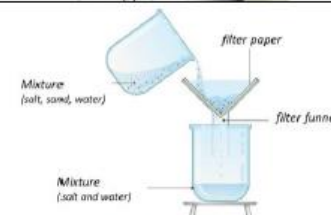


Separating materials

Sieving
separates the stones and twigs from the soil.



Filtering
separates the sand from the mixture.



Evaporating
separates the dissolved salt from the water.



Non-reversible changes - these result in the formation of new materials

Burning



Mixing vinegar and bicarbonate of soda



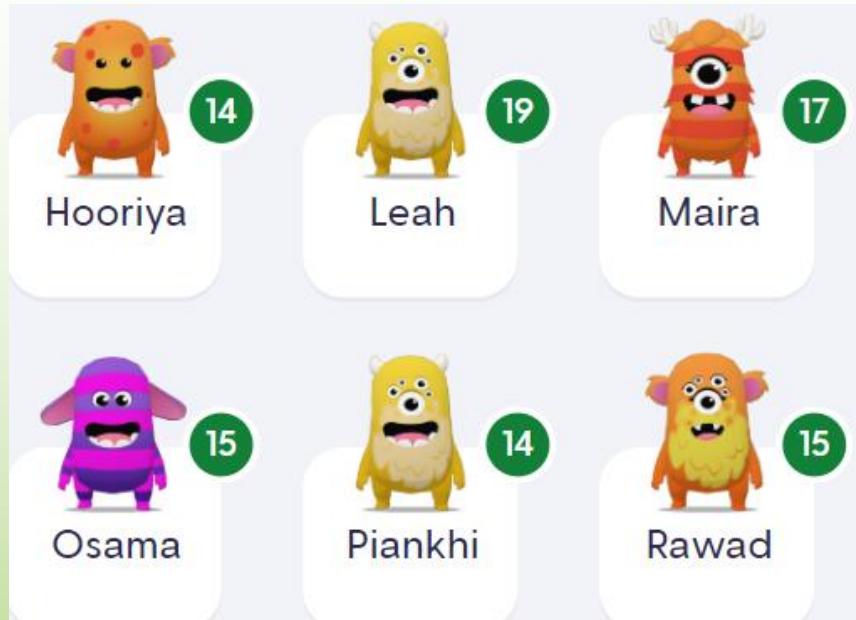
Rusting



Class Dojo



Scan to join Ganges



Scan to join Mississippi

School prizes
for every 50
pts earned



How to help your child at home KS2

- **School readiness** – good night's sleep, breakfast, morning fruit, arriving **on time**, showing an interest in their learning
- **Homework:** A pack will be sent home on Fridays.
- [Maths and Handwriting](#) – Set on Friday and due in the following Wednesday.
- [Spelling practice](#) – Our spelling test is on Thursday. We will send home a sheet with their spelling test result and their new spellings every Friday.
- [Reading](#) – at least **20 minutes a day** and noted in reading record for teacher to check
- [Times Tables](#) – Practice regularly to keep up their skills.
- [Google classroom](#) – Links to games and videos will be available to support your children with extra practice.

Residential trip – Summer 2024

Monday 17th – Wednesday 19th March

Year 5 will visit The Kench Hill Centre in Kent.

There is a parent information event tomorrow about this and secondary school applications.



Being smart for school - uniform

- Making the school look smart and professional continues to be a priority for us this year
- For children this means keeping to our school uniform policy:
 - No more “Beckford” badged schoolwear
 - Plain black footwear – also for PE

Please name all belongings

No jewellery, except stud earrings (for safety)



Communication

- Communication is important to us:
 - Any questions can be emailed to year5@westhampstead.camden.sch.uk
 - Catch us at the end of the day with any quick queries
 - Letters will be emailed to you and uploaded to the website
 - Parents evening will be happening on 12th and 13th November
 - Class Assemblies: Mississippi 2nd May
Ganges 9th May



Communication

Use:	For:
Email admin@westhampstead.camden.sch.uk or Telephone 020 7435 8646	<ul style="list-style-type: none">• Seeking appointments with HT, DHT, SENDCo, phase leader (e.g. bullying/behaviour concern, special needs enquiry, sharing a complaint or concern)• Enquiries about whole-school/admin issues e.g. uniform, payments, after-school and breakfast club, admissions.• Changing arrangements for collecting your child from school.
Email year group email e.g. Year6@westhampstead.camden.sch.uk	<ul style="list-style-type: none">• Seeking appointment with your child's class teacher• Enquiries about homework, spellings, reading, the school curriculum, minor behaviour issues• Informing class teacher about something e.g. change in family circumstances.
Speak to class teacher on playground at end of day	<ul style="list-style-type: none">• Brief enquiries about homework, spellings, reading, the school curriculum, missing uniform, minor behaviour issues etc• If the conversation will take more than 2 minutes, please email to make an appointment
Parent app	<ul style="list-style-type: none">• Booking a parents evening appointment

Key Dates: 2024-5

- Tues 12 & Wed 13 November Parents Evening
- Mon 25 November British Museum trip
- Mon 17 – Wed 19 March Kench Hill
- Wed 30 April (evening) Royal Festival Hall
- Thurs 22 May Tower of London

Other trips will be organised throughout the year and you will be notified of the additional dates as soon as we have them.

Website

WELCOME TO

WEST HAMPSTEAD PRIMARY SCHOOL

At West Hampstead our motto is Together, we achieve. Our children exemplify our school motto; walk around our school at any time and you will see children and adults actively engaged in learning. We are very proud of our school and we hope that our website gives you a flavour of what makes us so special.

[Find out more →](#)



- Letters can be found under “Parent Information”

Website



- The website has been designed to be more streamlined, making it easier for you to find the information you need
 - Letters
 - Term dates
 - Uniform
 - School curriculum
 - Parent and Staff Association (PSA)
- It will also act as a prospectus, helping us appeal to families looking for a new school

WHPS PSA

- We are incredibly proud at West Hampstead to have a strong and vibrant community supporting our children. This is made possible through our dedicated Parent Staff Association.
- **As a parent at our school, you are automatically a member of the West Hampstead Primary Staff Association (PSA)**
- **If you would like to get involved with the PSA, please contact us via email or our WhatsApp Group:**
 - westhampsteadpsa@gmail.com.
 - PSA Volunteers
 - > <https://chat.whatsapp.com/KhNicTZmiCK5IG7uV1D0fx>
- Of you would like to join the PSA WhatsApp group for your child's year group, please click this link:
 - **Year 5:**
<https://chat.whatsapp.com/GqxfOWpx6Er8JwT3eLq6ma>



If you have any questions, please email them to

year5@westhampstead.camden.sch.uk

or

admin@westhampstead.camden.sch.uk

