

# Welcome to Maple Class Year 5

Mrs Ash  
Mr Williams (AM)  
Ms Christmas (Monday afternoon)

# Whole School Priorities 2026 - 27



We have ambitious targets in order to continuously improve.  
Our main school development priorities for this academic year:

## **Priority 1**

Raise standards in English across the school  
(with a sharp focus on improving pupils' handwriting)

## **Priority 2**

Use assessment information consistently and effectively to address misconceptions and help pupils apply prior knowledge to new learning (T&L principles' focus: Effective Feedback & Making it Stick)

## **Priority 3**

Further develop inclusive strategies across the school and embed the support and opportunities for vulnerable learners to thrive.

*The full School Development Plan for 2026-27 will be available on the school website shortly.*



## PE:

- **Monday and Thursday**
- Full PE kit worn to school  
PLAIN white t shirt; BLACK shorts, leggings or tracksuit bottoms; GREEN Bridlewood hoodie/Jumper
- No jewellery – earrings must be removed or covered
- Hair tied back
- Trainers
- \* **No trainers or hoodies on days other than PE days**

# Homework:

Set on ClassDojo  
Set on Thursday  
Handed in on Tuesday  
English  
Maths

TTRS  
**Regular reading**  
Stamp for 20 reads  
100 reads award

Spelling test on Friday



# Equipment:

Water bottles

No pencil cases or toys

Mobile phones – government policy

Wellies and a raincoat for OPAL play



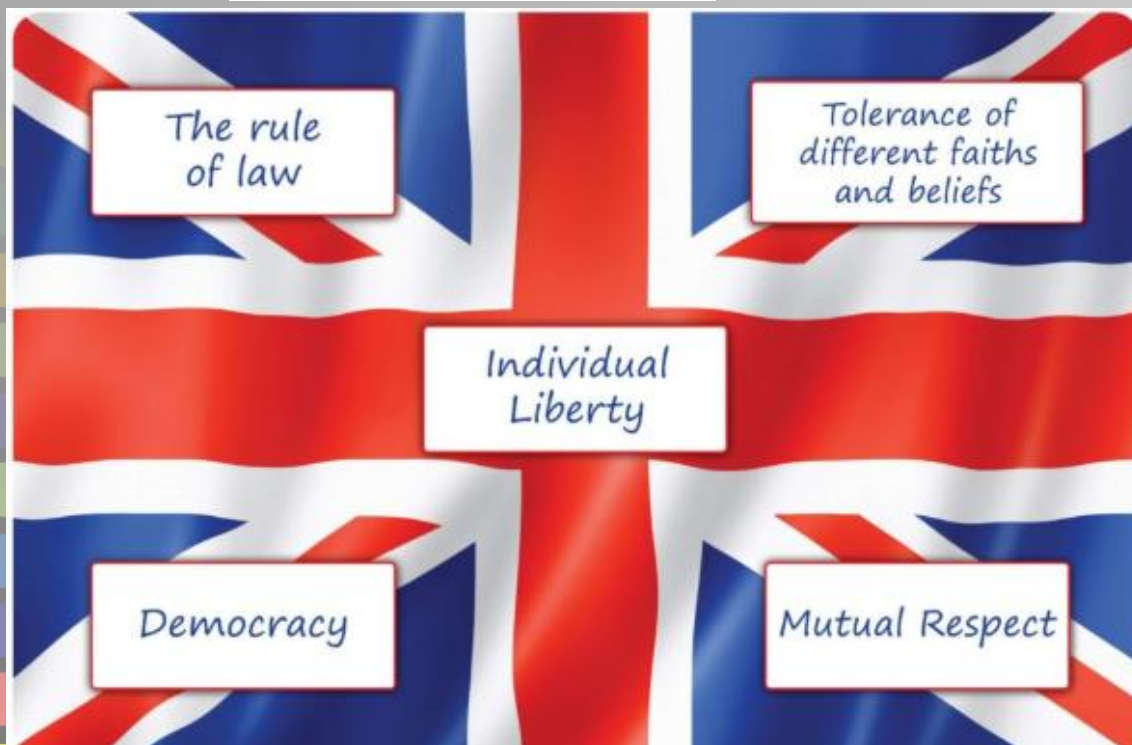
# Behaviour:

## Bridlewood Core Values

Responsibility  
Respect  
Honesty

## Park Academies Trust Values:

Courage  
Respect  
Integrity  
Ambition



Children and parents are expected to conduct themselves in a manner fitting to these values



- Smile, verbal praise ('well done'), thumbs-up.
- Stickers and team points.
- Star of the day.
- Positive feedback to parents.
- Eating with the headteacher at the 'top table' for positive lunchtime behaviour.
- Weekly celebration assembly certificates and awards.
- Termly behaviour awards: Bronze, silver, gold and platinum star award badges given to pupils who consistently demonstrate our school values.

# The Zones of Regulation



- We use the Zones of Regulation as the first approach in preventing and addressing unwanted behaviours or dysregulated emotions.
- We recognise that self-reflection is the key to ensuring poor behaviour is addressed in the most appropriate way.
- The Zones of Regulation provide an easy way to think and talk about how children feel on the inside and sorts emotions into four coloured Zones.

|                                                   |                                                        |                                                                 |                                                                       |
|---------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------|
|                                                   |                                                        |                                                                 |                                                                       |
| <b>Blue Zone</b><br>Sad<br>Bored<br>Tired<br>Sick | <b>Green Zone</b><br>Happy<br>Focused<br>Calm<br>Proud | <b>Yellow Zone</b><br>Worried<br>Frustrated<br>Silly<br>Excited | <b>Red Zone</b><br>overjoyed/Elated<br>Panicked<br>Angry<br>Terrified |

# SANCTIONS



Adults **notice** the dysregulated behaviour, help the pupil label their emotion/zone they are in and provide opportunities for them to calm down and regulate.



If the unwanted behaviour continues, the pupil will receive a **reminder** from the class teacher/adult. The pupil is encouraged to use Zones of Regulation strategies to manage their emotion.



If the unwanted behaviour continues the pupil will receive a reminder that unless they regulate their behaviour, they will spend some time during the next playtime to reflect on their choices. Adults will **direct** the pupil to use the Zones of Regulation strategies to help them regulate their behaviour and pupils are **offered a brain break** in the nurture room or snug or to go to another classroom to continue their learning.



**Step 4-** If the pupil is unable to regulate their behaviour they will be directed to have a **restorative conversation** with a member of senior staff during the **next playtime** to reflect on their behaviour choices. Parents/carers are informed at the end of the day.



**Step 5-** If the unwanted behaviour continues, the pupil and class teacher meet with the SENDCo or Headteacher and parent and a **behaviour target is agreed**. The pupil's behaviour is then **monitored** for a number of days. The class teacher gives feedback to the pupil and the parent/carer on whether or not they have met their behaviour target.



# Home School Agreement



The Park  
Academies  
Trust

**BRIDLEWOOD PRIMARY SCHOOL**  
**Home School Agreement**

**The School will:**

- ✦ Create a happy, safe and caring environment
- ✦ Develop a moral, social and spiritual awareness in the children ✦ Encourage children to do their best in all aspects of school life ✦ Encourage respect for other people's feelings and their property
- ✦ Recognise and reward children's successes, both social and academic.
- ✦ Maintain good discipline through the school behaviour policy
- ✦ Provide a broad and balanced curriculum in line with the National Curriculum
- ✦ Keep you regularly informed about children's progress, the curriculum and general school matters
- ✦ Make you feel welcome when you visit the school and respond to your questions or concerns as quickly as possible
- ✦ Provide appropriate homework to a regular pattern
- ✦ Educate according to individual children's needs
- ✦ Support staff training and development
- ✦ Allow children safe and secure use of the internet, through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils in partnership with parents

**The Parent/Carer will:**

- ✦ Having chosen Bridlewood Primary School for my child, accept the school's vision and values, positively supporting the school.
- ✦ Encourage my child to work hard and be attentive at school
- ✦ Let the school know of any circumstances, concerns or problems that might affect my children's work or behaviour
- ✦ Inform the school of illness or absence in a timely way
- ✦ Support the school's policy and guidelines for behaviour
- ✦ See that my child attends school regularly, on time and properly equipped
- ✦ Attend parents' evenings and discussions about my child's progress
- ✦ Support my child with homework and talk to my child about their learning at school
- ✦ Read all communications from the school and act on them
- ✦ Support school events and be involved where possible
- ✦ Support school in the teaching of safe and secure internet use at home

**The Child will:**

- ✦ Always try my best
- ✦ Be kind, polite and co-operative
- ✦ Care for the school and all things in it
- ✦ Come to school ready and willing to learn
- ✦ Attend school prepared for all activities e.g. remembering my PE kit
- ✦ Complete homework tasks set
- ✦ Use the internet safely as I have been taught in class

Signed ..... (Parent/Carer)

Signed ..... (Child)

Signed VS (Headteacher)

## Assessment

- Daily on-going assessments
- Assessments 3 times a year for Reading, Spelling and Grammar, Maths
- Writing is teacher assessed

# Illness

- Sickness – 48 hour rule
- Children with high temperature should not attend
- Keep up with hand washing and respiratory hygiene
- Phone or email before 9am **on each day** of illness to inform school

[admin@bridlewood.org.uk](mailto:admin@bridlewood.org.uk)

01793 706830



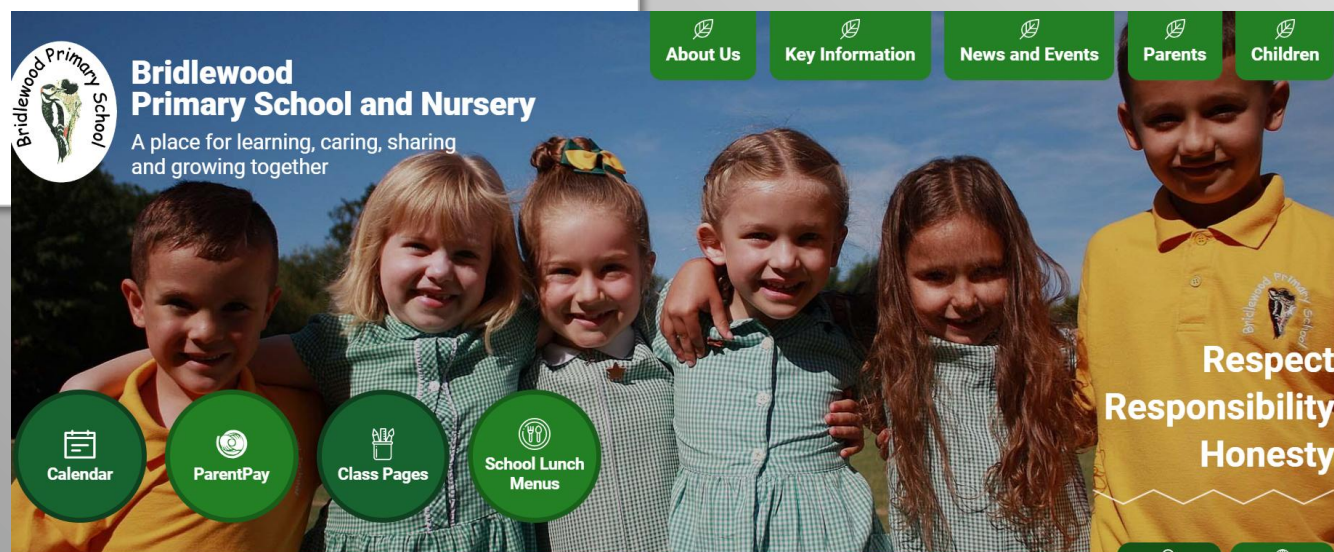
# Attendance

No entitlement for holidays unless special circumstances requested in advance with Mrs Sammon – forms from the school Office

# Curriculum Information

- Curriculum **yearly** outline
- Current term's **topic** map
- Typical weekly **class** timetable
- Weekly/year group **spelling** lists
- Assessment targets (**KPIs**)

All on the website's class page:



|           |              |                                               |                |                         |                     |             |      |                         |                   |                    |              |
|-----------|--------------|-----------------------------------------------|----------------|-------------------------|---------------------|-------------|------|-------------------------|-------------------|--------------------|--------------|
| Monday    | Morning Task | 9:00-10:00                                    | 10:00<br>10:10 | 10:10<br>10:20          | 10:25<br>10:45      | 11:00-12:00 | 1:00 | 1:10-1:45               | 1:45-2:20         | 2:20-3:00          | 3:00<br>3:15 |
|           |              | Maths                                         | Run            | Handwriting/<br>Reading | Assembly            | English     |      | PE<br>(PPA)             | RE<br>(PPA)       | ReflectEd<br>(PPA) | Class Book   |
| Tuesday   | Morning Task | 9:00-10:00                                    | 10:00<br>10:10 | 10:10<br>10:20          | 10:25<br>10:45      | 11:00-12:00 |      | 12:55-1:45              | 1:45-2:20         | 2:20-3:00          | 3:00<br>3:15 |
|           |              | Maths                                         | Run            | Handwriting/<br>Reading | Class<br>Assembly   | English     |      | Music*                  | PSHE              | Computing          | Class Book   |
| Wednesday | Morning Task | 9:00-10:00                                    | 10:00<br>10:10 | 10:10<br>10:20          | 10:25<br>10:45      | 11:00-12:00 |      | 12:55-<br>1:10          | 1:10-2:20         | 2:20-3:00          | 3:00<br>3:15 |
|           |              | Maths                                         | Run            | Handwriting/<br>Reading | Singing<br>Assembly | English     |      | Maths                   | History/Geography | French             | Class Book   |
| Thursday  | Morning Task | 9:00-10:00                                    | 10:00<br>10:10 | 10:10<br>10:20          | 10:25<br>10:45      | 11:00-12:00 |      | 12:55-1:45              | 1:45-2:20         | 2:20-3:00          | 3:00<br>3:15 |
|           |              | Maths                                         | Run            | Handwriting/<br>Reading | Assembly            | English     |      | Reading                 | PE                | Maths<br>games     | Class Book   |
| Friday    | Morning Task | 9:00 - 10:00                                  | 10:00<br>10:10 | 10:10<br>10:20          | 10:25<br>10:45      | 11:00-12:00 |      | 12:55 -1:30             | 1:30-2:15         | 2:15-3:00          | 3:00<br>3:15 |
|           |              | Maths<br>Arithmetic<br>Skills lesson<br>recap | Run            | Free reading<br>+ log   | Spelling Test       | Reading     |      | Celebration<br>Assembly | Science           | ART / DT           | Class Book   |



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# TPAT PRIMARY PLEDGE YEAR 5

## T1 INTEGRITY

Contribute to a whole school harvest assembly.

## T2 INTEGRITY

Go the extra mile - become an anti-bullying ambassador.

## T3 RESPECT

Learn a few phrases in a new language.

## T4 COURAGE

Take part in the Bikeability scheme.

## T5 AMBITION

Compete against another school in a TPAT sports competition.

## T6 AMBITION

Visit a secondary school to take part in a workshop or taster session.



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The Parks Academies Trust has developed a TPAT Pledge linked to four core values: respect, courage, ambition and integrity.

This pledge is to every child. During their time in year 5, your child will be given the opportunity to take part in the following activities.

In addition to this look out for other enrichment opportunities.

# TPAT Primary Pledge

# Key Diary Dates Term 1:

- Residential 14/9/26 – 16/9/26
- After School Clubs Start – 14/9/26
- Doing it for Dan Run – 6/10/26
- Individual and Sibling Photos - 7/10/26
- Harvest Assembly – 9/10/26
- Black History Discovery Day – 20/10/26
- Parent Consultations – 14/10/26 \*Early finish
- INSET day – 23/10/26



# Help from parents:

- Encourage your child to read regularly
- Help practise weekly spelling
- Check homework is in on time
- Support on trips / Dan Run

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Any questions?

