THE DEAN TRUST
Park View Academy

Park View Academy, Park View,
Huyton, Liverpool, L36 2LL

Transition Booklet

Information for Parents/Carers

Welcome to Year 5

Meet the Staff…

Ms Phillips
Teacher

Mr Harvey Jones
Teacher

Mrs Wissett
Teaching Assistant

Transition Planning

At Park View Academy, we pride ourselves on delivering a fun and balanced curriculum for all our pupils that develops their skills and confidence in preparation for the transition in to each year group.

A smooth transition between the year groups is extremely important to us and we will do everything we can to ensure that your child feels happy and settled, ready to start the new term with their friends in their new class.

Week commencing 5th July 2021, is what we refer to as 'Transition Week'. This is where the children will spend the day in their new classes with their new teacher and teaching assistant. Staff will also meet to discuss individual needs of students and their attainment data, prior to this date.

Wednesday 7th July 2021 is Transition Day and a timetable of activities will take place in school as follows:

Activities	Details
Orientation	Welcome/introduction to the staff, classroom layout, equipment, playground etc. Class timetable.
Class Charter & School Behaviour System	PSHE and behaviour theme. Park view promises shared and discussed. Children sign and date.
A Letter To My Teacher	Children write a letter to their teacher introducing themselves and their interests, strengths and what they'd like to improve.
Aspirations	The children set themselves challenges and targets for the year ahead.
PSHE Activity	Children discuss any worries and concerns about the year ahead. Help each other resolve them. Decide how they will deal with them in the coming year.

Allocation of Teaching Time

The Teaching Week

Subject	Allocated Time per Week	No. of sessions
English	8 hours 15 minutes	15
Maths	4 hours 30 minutes	6
Science	1 hours 30 minutes	2
PE	2 hours	2
PSHE / SMSC	45minutes	1
Computing	45 minutes	1
D&T	45 minutes	1
History	45 minutes	1
Geography	45 minutes	1
Art	45 minutes	1
Music	45 minutes	1
Spanish	45 minutes	1
RE	45 minutes	1
Total	**25 hours**	**30**

English covers Writing, Whole-Class Reading, Grammar and Spelling lessons.

Basic Skills covers all aspects of the curriculum and is the first 15 minutes of the day.

Basic Skills incorporates Maths and English and is the first 10 minutes of the day.

Collective Worship takes place daily.

The School Week – An Example

Yr5 Timetable –2020-2021

START: Teachers to be in classrooms for 8:30am	YR GROUP	Basic Skills 8:40-9:00	Period 1	Period 2	Break 10:35-10:50	Period 3 10:50-11:35	Period 4 11:35-12:10	Lunch Infants 12:20-1:20	For the Love of Reading	Period 5 1:30-2:15	Period 6 2:15-2:50 / 3:00		2:50-3:10
			Core English								2:15	2:40	
			9:00 - 9:45	9:45-10:35									
Monday	1	Times tables	Reading	English		Maths	Computing		LOR	PSHE	Arithmetic	Assembly	Homework
Tuesday	1	Maths	Reading	English		Maths	RE		LOR	Art	Art		
Wednesday	1	Spelling	Reading	English		Maths	Science		LOR	Science	PE		
Thursday	1	Handwriting	Reading	English		Maths	MFL		LOR	Geography	Geography		
Friday	1	Maths	Reading	English		Maths	Music		LOR	PE	Wellbeing Session	Assembly	

LOR = Love of Reading Time

Y5 Curriculum – below you will see the objectives for the Autumn Term for Year 5.

Year 5 Autumn

English

Writing

I can use further prefixes and suffixes and understand the guidance for adding them.
I can spell some words with 'silent' letters [for example, knight, psalm, solemn]
I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
I can use a thesaurus.
I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
I can note and develop initial ideas, drawing on reading and research where necessary.
I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
I can proof-read for spelling and punctuation errors.
I can write legibly, fluently and with increasing speed.
I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
I can choose the writing implement that is best suited for a task.
I can use expanded noun phrases to convey complicated information concisely.
I can use modal verbs or adverbs to indicate degrees of possibility.

Reading

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
I can retrieve record and present information from non-fiction.
I can explain and discuss my understanding of what I have read, including through formal presentation and debates.
I can draw inferences such as feelings, thoughts and motives.
I can distinguish between statements of fact and opinion.
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
I can ask questions to improve my understanding.
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
I can re-read and read ahead to check for meaning.

Speaking and Listening

I can engage the listener by varying my expression and vocabulary.
I can develop my ideas and opinions, providing relevant detail.
I can express my point of view.
I contribute and ask questions that are responsive to others' ideas and views.
I use Standard English in formal situations.

Maths

I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
I can recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.
I can multiply and divide numbers mentally drawing on known facts up to 12 x 12.
I can round decimals with 2dp to the nearest whole number and to 1dp.
I can recognise and use square numbers and cube numbers; and can use the notation 2 and 3.
I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
I can divide numbers up to 4-digits by a 1-digit number using the formal written method of long division and interpret remainders appropriately.
I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.
I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
I can solve problems involving numbers up to 3dp.
I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
I can solve number problems and practical problems involving ordering, rounding and comparing numbers up to 1 000 000.
I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
I can add and subtract numbers mentally with increasingly large numbers.
I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
I know and can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.

Spelling

I can spell endings which sound like /ʃəs/ spelt –cious or –tious
I can spell endings which sound like /ʃəl/
I can spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency
I can spell words ending in –able and –ible

Year 5 Autumn

Art

- I can identify and draw objects and use marks and lines to produce texture.
- I can organise line, tone, shape and colour to represent figures and forms in movement.

Music

- I can breathe in the correct place when singing.
- I can change sounds or organise them differently to change the effect.
- I can use the techniques and structures of famous composers to organise my work.
- I can explain why I think music is successful or unsuccessful.

Design Technology

- I can produce a detailed, step-by-step plan.
- I show that I can be both hygienic and safe in the kitchen.

History

- I can create timelines, which outline the development of specific features, such as medicine; weaponry; transport, etc.
- I can explain the role that Britain has had in spreading Christian values across the world
- I can appreciate how historical artefacts have helped us understand more about British lives in the present and past
- I can research the life of one person who has had an influence on the way Great Britain is divided into four separate countries
- I can recognise that Britain has been invaded by several different groups over time
- I can research two versions of an event and say how they differ
- I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently
- I can understand as to how crime and punishment has changed over the years

Geography

- I can find possible answers to my own geographical questions.
- I can report on ways in which humans have both improved and damaged the environment.
- I can explain how a location fits into its wider geographical location; with reference to physical features.
- I can explain how people are trying to manage their environment.
- I can record features of my local area using a sketch map.

Developing Reading

Key Stage 2

Every Day (25-30mins)

At Park View Academy, we have adopted a very structured approach to reading in classes from Year 1 to Year 6. Guided reading is a strategy we use to develop reading skills and extend understanding of the text the children have read.

We have implemented a whole class reading approach focusing on Reading VIPERS.

What are Reading VIPERS?

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

Vocabulary, **I**nference, **P**rediction, **E**xplanation, **R**etrieval, **S**equence or **S**ummarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Below are examples of the question stems that children will answer regularly to improve their understanding in reading sessions.

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context.	Make and justify inferences using evidence from the text.	Predict what will happen based from the details given or implied.	Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.	Retrieve and record information and identify key details from fiction and non-fiction.	Summarise the main ideas from more than one paragraph.
Example questions • What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....	Example questions • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... • How can you tell that..... • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when.... • Who is telling the story?	Example questions • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Example questions • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of .... effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does .... have on the audience? • How does the author engage the reader here? • Which words and phrases did .... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	Example questions • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How .... is .....? • What can you learn from ..... from this section? • Give one example of..... • The story is told from whose perspective?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

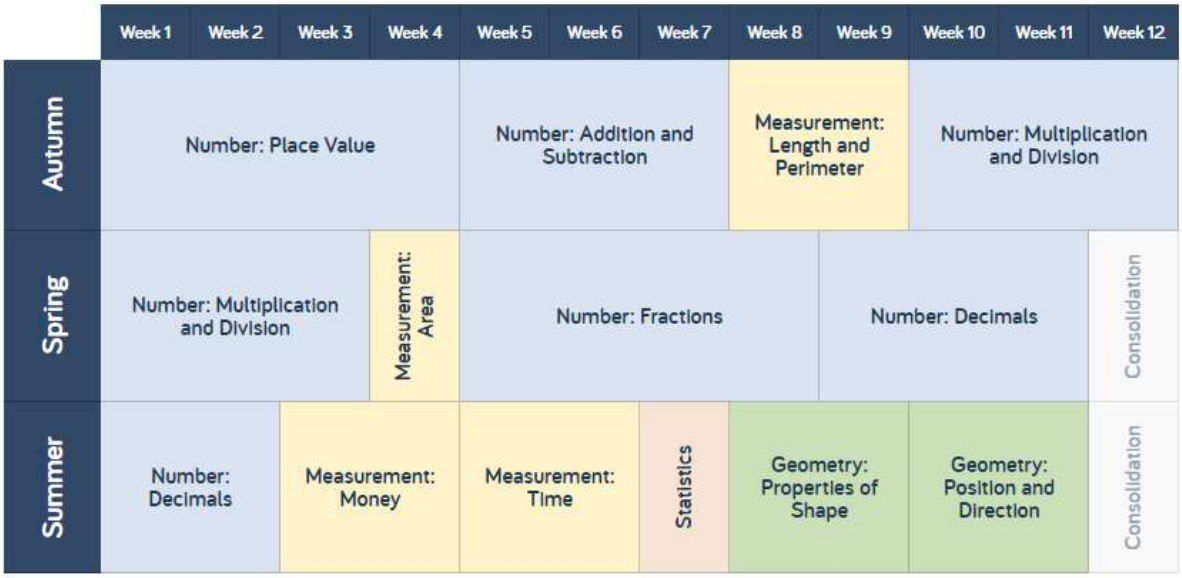
Maths in Park View Academy

At Park View Academy we follow the White Rose Maths Schemes of Learning. Through our mathematics lessons it is our aim to develop:

- Enjoyment and enthusiasm for mathematics
- Confidence and fluency in mathematical knowledge, concepts and skills.
- An ability to use and apply mathematics across the curriculum and in real life.
- An ability to solve problems, by applying their skills to a variety of routine and non-routine problems.
- To reason, to think logically and to work systematically and accurately.
- An ability to reason mathematically and explain relationships using mathematical language.
- An understanding of mathematics through a process of enquiry and experiment.
- Initiative and an ability to work both independently and in cooperation with others.

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily mathematics lesson where children are given opportunities for:

- Practical activities and mathematical games
- Problem solving
- Individual, group and whole class discussions and activities
- A range of methods of calculating e.g. mental, pencil and paper and using a calculator
- Working with computers as a mathematical tool
- Using a wide range of support resources e.g. Numicon, number squares, digit cards and number lines
- Using and applying their learning in everyday situations



The consolidation week is focused on the teacher's judgement of what needs further investigations into the children's learning. Maths is also a key focus of the basic skills sessions that the children have every day to revisit topics.

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Week 1 (07.06.21-11.06.21)

- Internal moderation of Y2 and Y6 writing starts.
- Staff transition documents are completed.
- Pupil Progress Meetings

Week 2 (14.06.21-18.06.21)

- EYFS transition begins.
- Welcome meetings for new starters (EYFS)

Week 3 (21.06.21 -25.06.21)

- Year group assessments begin Y1-Y6.
- Y4 Multiplication check takes place.
- Y1 Phonics screening takes place.
- Staff transition meetings take place.

Week 4 (28.06.21-02.07.21)

- Submit KS1 Teacher Assessment internally.
- Submit Phonics Screening Check data internally.
- Submit KS2 data internally.
- Submit EYFS data internally.
- Data collection, moderation & analysis begins.

Week 5 (05.07.21-09.07.21)

- Transition
- Y6 / Y7 school transition meetings
- Y6 children attend Secondary (awaiting further guidance)
- Moving Up Day
- Visits to Nursery settings (EYFS)

Week 6 (12.07.21-16.07.21)

- Pupil reports to parents
- Parents' Evening
- EYFS & Y6 Celebration Assembly

Week 7 (19.07.21 -20.07.21)

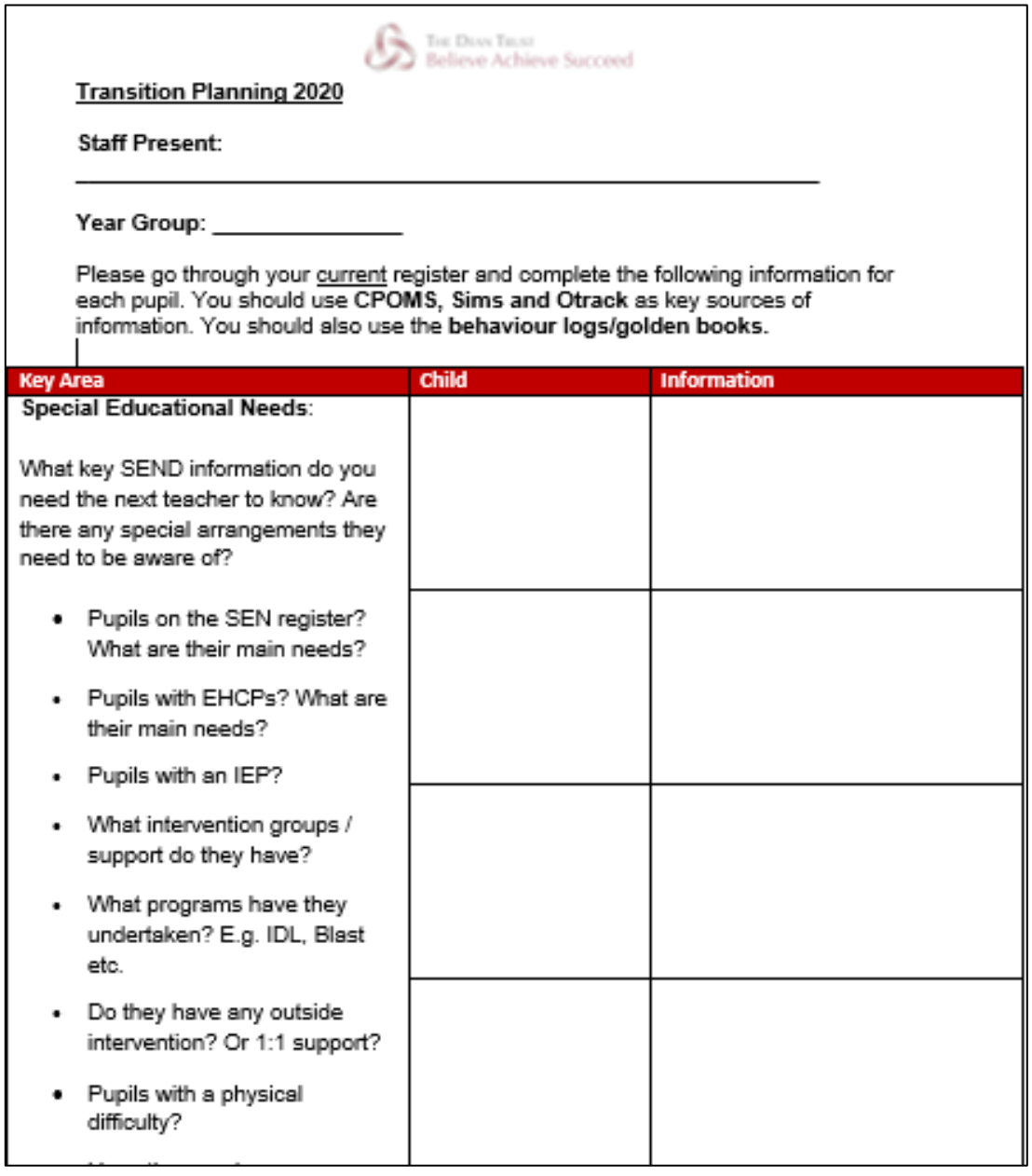
- School Closes for summer on Tues 20th July.
- School re-opens to pupils on **Thursday 2nd Sept** for the new academic year.

Transition Timetable

The transition for children between year groups is vital so they are prepared and ready for the next stages in their learning. Staff work collaboratively so every detail is known about the children in their class so they can start work immediately. This year it is going to be even more paramount as children will not have the time in school to see their new class and new teacher.

For your information, staff will have socially distanced meetings so discussions about all children in their new class will be in detail and in-depth. Discussions about your child's attainment and gaps in their learning that need addressing.

Below is an example of the sheets filled in by staff so as much information is known about all children as possible.



The Dixon Trust
Believe Achieve Succeed

Transition Planning 2020

Staff Present:

_____

Year Group: _____

Please go through your current register and complete the following information for each pupil. You should use **CPOMS, Sims and Otrack** as key sources of information. You should also use the **behaviour logs/golden books.**

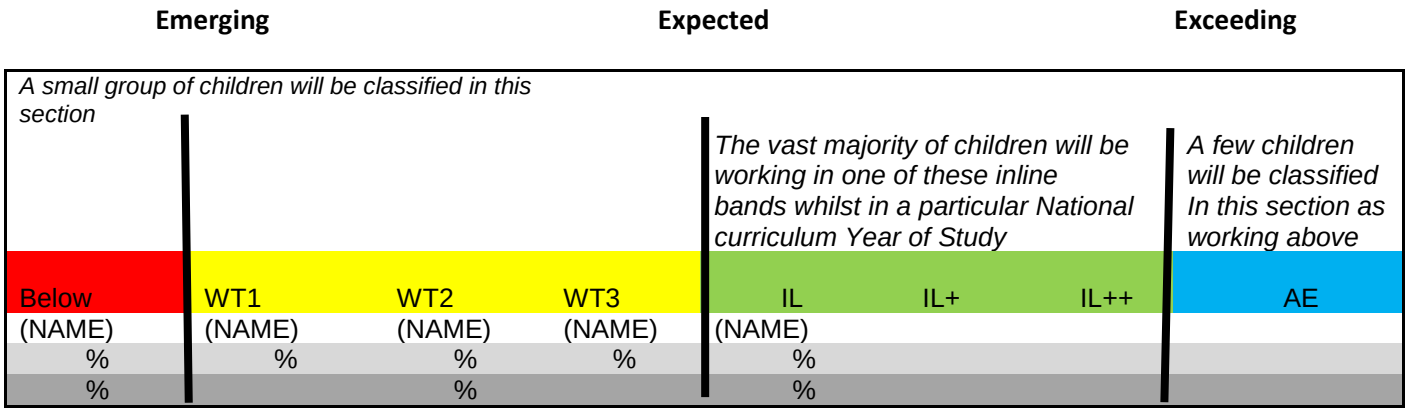
Key Area	Child	Information
Special Educational Needs: What key SEND information do you need the next teacher to know? Are there any special arrangements they need to be aware of? • Pupils on the SEN register? What are their main needs? • Pupils with EHCPs? What are their main needs? • Pupils with an IEP? • What intervention groups / support do they have? • What programs have they undertaken? E.g. IDL, Blast etc. • Do they have any outside intervention? Or 1:1 support? • Pupils with a physical difficulty?		

Assessing Learning

Deeper learning is the delivery of rich core content to children in innovative ways that allows them to learn and then apply what they have learnt. At Park View Academy we enable deeper learning by:

- Mastering the content of lessons. This is done by linking work with prior knowledge, rooting work in real life problems and linking concepts by mapping facts.
- Thinking critically and solving complex problems.
- Working collaboratively.
- Communicating effectively.
- Encouraging pupils to initiate their own learning and reflect on their own progress and turn setbacks into opportunities for growth.
- Developing persistence and resilience.

DEEPER LEARNING – MAPPING ATTAINMENT

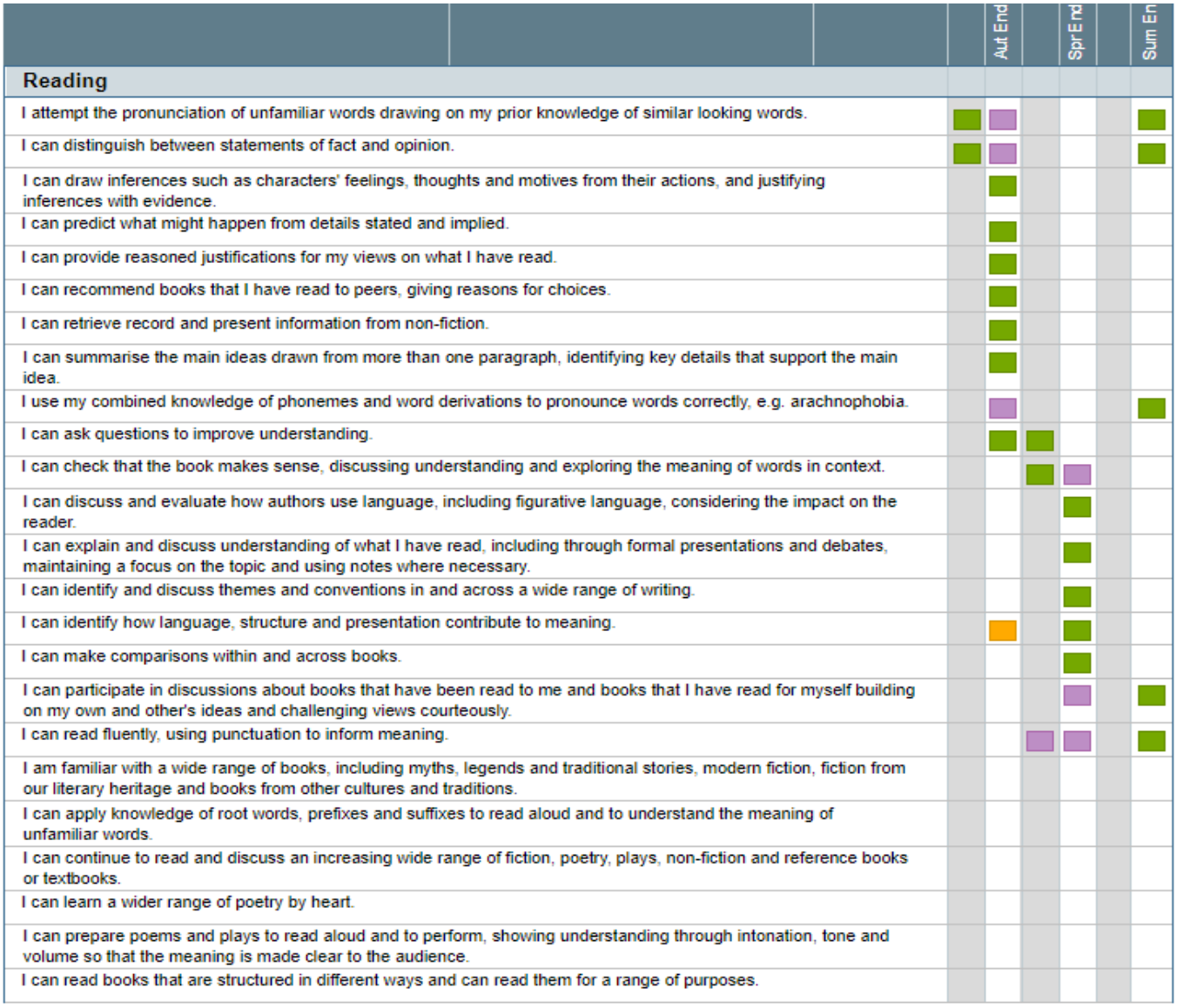


Assessment

Teachers formally assess children in the 2nd half of each term using the following assessment materials:

Autumn Term 2	Spring Term 2	Summer Term 2
NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6	NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6	NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6

Reports on pupil progress are shared with parents at the end of each term. These will give information about attendance, where your child is working at relating to curriculum expectations as well as homework, uniform, reading at home, behaviour, PE kit and engagement in lessons. There will also be a comment from the class teacher.



Testing and Reporting

The children in Year 1 to Year 6 take part in Salford reading, comprehension and SWST (Single Word Spelling Test) assessments. The results from these tests provide staff with valuable information to plan for the needs of the class and individual children. These assessment tools allow staff to tailor the curriculum and develop interventions to support and challenge those children with low reading/spelling ages and low maths scores. It also allows staff to develop teaching strategies to challenge those children with high scores so they can continue to achieve a high standard.

Autumn term Report

Name: _____ **Year:**

Attendance	Number of Lates

%	

Red = 94% below Orange = 95-96% Green = 97%+

	Autumn Term	Spring Term	Summer Term
Reading			
Writing			
Maths			

Red = Working below Orange = Working towards Green = At expected Purple = Greater Depth

	Autumn term	Spring term	Summer term
Homework			
Uniform			
Reading at home			
Behaviour			
PE kit			
Engagement in lessons			

Red = Unsatisfactory Orange = Satisfactory Green = Good

Comment from class teacher

Behaviour Policy at Park View Academy

At **Park View Academy** we aim to provide a school environment that is safe and stimulating for the children in our care. We aim to work with the whole school community to promote and encourage positive behaviour in and out of the classroom.

We have a Home School Agreement at **Park View Academy** and we ask each child, family and teacher to sign this agreement. **At Park View Academy** we recognise that the education of the children is a shared venture between the staff, parents and children themselves.

Our 'Good to Be Green' behaviour system provides an effective way to promote positive behaviour in the classroom. It gives recognition to pupils who behave appropriately, while keeping track of pupils who find it harder to meet the school's behaviour code. It is a fair and consistent approach and ensures that pupils know the rules and behaviour expected in school regardless of what classroom they are in or who is teaching them. The school's expectations of staying on 'Green' is to celebrate positive learning behaviours. All Children begin the day on 'Green'. Class Dojo reinforces positive praise.

- Particularly good work effort
- Displaying good manners
- Displaying a good attitude towards others
- Staying on task

It is very important that praise and reward should have great emphasis. Children will achieve more and show greater motivation which will then allow staff to commend and reward their successes rather than focus on their failure.

All children start the day on a Green Card. This shows they are following the Park View Values/Behaviour for Learning Promise and classroom charter. Class Dojos are awarded to children for positive reinforcement.

On the occasions children do not follow the school behaviour agreement, appropriate sanctions are put in place to assist the children to reflect on their behaviour and how they can improve their choices in the future.

Enrichment Opportunities

Throughout the year, children at Park View have the opportunity to take part in a wide range of enrichment clubs that count towards the Children's Challenge. A system that celebrates the extra effect children put into school.

Below are just some of the clubs that were open to children in the PREVIOUS academic years. The clubs are seasonal and run for 6 to 10 weeks.

Football	Computing	Mindfulness
Fitness Club	Yoga Club	Film Club
Embroidery	Writing Club	Book Club
Maths Art	Drama	Judo (at a cost)
Choir	Cricket	Board Games

How can you help your child at home?

Reading

- Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education.
- Think of ways to make reading fun – you want your child to learn how pleasurable books can be. If you're both enjoying talking about the content of a particular page, linger over it for as long as you like.
- Schedule a regular time for reading – perhaps when you get home from school or just before bed.
- Look for books on topics that you know your child is interested in – maybe dragons, insects, cookery or a certain sport.
- Make sure that your children's books are easily accessible in different rooms around your house.

Maths

- Try to make maths as much fun as possible – games, puzzles and jigsaws are a great way to start.
- It is also important to show how we use maths skills in our everyday lives and to involve your child in this.
- Point out the different shapes to be found around your home.
- Take your child shopping and talk about the quantities of anything you buy.
- Let your child handle money and work out how much things cost.
- Look together for numbers on street signs and car registration plates.
- Play Times Tables Rockstars at least 5 times a week.

Tips for good Homework Habits:

- Find a quiet place at home to use as a homework area. It needs to have a flat surface, a good light source and the right equipment, e.g. pen, pencil, ruler, scissors, glue etc.
- Be aware of modern teaching methods, e.g., long division.
- Plan a homework timetable and agree on when your child will do their homework.
- Allow your child to have something nutritional to eat before starting on homework.
- Discuss any homework tasks with your child and how it connects with what they are studying at school.
- Turn off the TV – but you could have music on in the background if they find it helpful.
- Don't give your child the answer in order to get a task finished. Instead, explain how to look up information or find a word in the dictionary.
- Don't teach your child methods you used at school as this may confuse them.
- Don't let homework become a chore. Keep it fun and make it a special time that you both look forward to.

Home Reading

Reading at home should be done daily and is a critical part of a child's development. Please encourage your child to read a range of books so that they can apply the skills they have learnt in school. Parents can help by questioning the children on what they have read and should encourage their children to read both fiction and non-fiction in order to enhance their learning experience.

Other Useful information:

Extended Year 5 Reading List:

These books will assist your child in gaining a wider knowledge of our learning as well as being able to make comparisons between authors.

Book Title	Author
Water Wings	Morris Gleitzman
Blabbermouth	Morris Gleitzman
The Diddakoi	Rumer Godden
Stormbreaker	Anthony Horowitz
Walter and Me	Michael Morpurgo
Friend or Foe	Michael Morpurgo
Mister Monday	Garth Nix
Double Act	Jacqueline Wilson
A Christmas Carol	Charles Dickens
Dragon Rider	Cornelia Funke
Journey To Jo'burg	Beverly Naidoo
Journey to the River Sea	Eva Ibbotson
The Owl Service	Alan Garner
Pig Heart Boy	Malorie Blackman
Tom's Midnight Garden	Philippa Pearce
The Wizard of Earthsea	Ursula K Le Guin
Wolves of Willoughby Chase	Joan Aiken
The Secret Garden	Frances Hodgson-Burnett
Artemis Fowl	Eoin Colfer
Anne of Green Gables	L M Montgomery
Black Beauty	Anna Sewell
There's a Boy in the Girls' Bathroom	Louis Sachar
Vicky Angel	Jacqueline Wilson
The Other Side of Truth	Beverley Naidoo
Harry Potter series	J K Rowling

This list is not exhaustive and does not have to be stuck to rigidly.

This is a wide range of fiction novels from a variety of authors and different genres and topics in each. It is important that children should also read non-fiction resources such as newspapers, magazines and encyclopaedias.

Park View Academy Term Dates

If you require any further information in relation to transition at Park View Academy, please contact school on 0151 477 8120

The Dean Trust
Park View Academy

Term Dates 2021/2022

Autumn Term

Thursday 2nd September 2021	Friday 22nd October 2021	37 days
Monday 1st November 2021	Friday 17th December 2021	35 days

Spring Term

Wednesday 5th January 2022	Friday 18th February 2022	33 days
Monday 28th February 2022	Thursday 7th April 2022	29 days

Summer Term

Monday 25th April 2022	Friday 27th May 2022	24 days
Monday 6th June 2022	Tuesday 19th July 2022	31 days

Total: 189 days

Inset Days

Wednesday 1st September 2021
Friday 8th April 2022
Friday 24th June 2022
2 days from Twilights

Bank Holidays

Monday 27th December 2021
Tuesday 28th December 2021
Monday 3rd January 2022
Friday 15th April 2022 Good Friday
Monday 18th April 2022 Easter Monday
Monday 2nd May 2022 Early May Bank Holiday
Thursday 2nd June 2022 (Due to Queens Jubilee)
Friday 3rd June 2022