

back to
School



Welcome to Year 5

MEET THE TEAM

SEPTEMBER 2025



Meet the Team

**5R – Mrs Barker (Mon - Wed)
Mrs O’Connell (Thur - Fri)**
Class Teachers

5O – Miss Costi
Class Teacher

5M – Miss Thompson
Class Teacher & YGL



Support Staff
Miss Harris
Miss Hussain
Mrs Tod

Year 5 and 6 Phase Leader
Miss Gardiner





Our Vision and Values



At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.



Respect



Kindness



Resilience



Responsibility



Courage



Appreciation
& Understanding



Ambition



Creativity



Teamwork



Trust



Honesty



Fairness

Our shared values are at the heart of all we do.

Believe and Achieve

Hazelwood Schools Curriculum Design



Our Vision and Values

At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.

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Believe and Achieve

Our Curriculum Intent

By the time our children leave Hazelwood in Year 6, we strive to ensure that they have:

- Established themselves as nurturing **responsible citizens** within the school and wider community
- Strong subject knowledge across all curriculum disciplines with a **broad range of vocabulary** that enables them to express themselves confidently
- **Appreciation and understanding of the diverse world** we live in and their place in the global community
- **Embedded values** that support and guide their thinking and behaviours to enable them to succeed in life both socially and academically

- Developed a **positive sense of themselves** with the knowledge, skills and strategies to support them in staying safe and happy in the wider world
- Experienced “awe and wonder moments” through our **real, relevant, immersive and purposeful** curriculum, contributing to a life-long love of learning
- The **belief** that they can achieve **educational excellence** in all that they do

Our Curriculum Drivers

The content of our curriculum is driven by our core drivers. These are:

Nurturing Responsible Citizens through our Values

Vocabulary

Big Questions

Real, Relevant, Immersive and Purposeful

Hazelwood’s Approach to Teaching and Learning

At Hazelwood you will see a range of real, relevant, immersive and purposeful learning opportunities within a nurturing, enabling environment, including the following approaches to teaching and learning:

- Children **exploring and answering big questions** which allow them to think deeply about their learning
- Children **hearing and using key vocabulary** in a range of contexts
- Children **speaking in full sentences** using the key vocabulary taught
- **Cold calling** - supporting all children in engaging in their learning and believing they can achieve
- **Adaptive teaching** - responding to the needs of all children
- **Retrieval practice** - allowing children to know more, remember more and do more
- **Positive relationships and quality interactions** that nurture our responsible citizens
- **Spaced and sequential learning** over time to help children learn more quickly and remember learning better.



The School Day

Soft Start in the mornings – **between 8:40-8:45am** – Children come straight into class.

Our break and lunch times are:

Morning break 10:30am – 10.45am

Lunch 12.15pm-1.15pm

Our school day finishes at **3:15pm**

- 5R – Year 5/6 playground
- 5M – Year 5/6 playground
- 5O – Year 1/2 playground





Our Aims

- Uphold high expectations for learning and behaviour so every child achieves their best.
- Support children's wellbeing and independence as they transition into Upper KS2.
- Provide a broad, balanced and engaging curriculum that builds on previous experiences and removes limits on learning.
- Create opportunities and challenges that develop independent learners who understand how to improve.
- Work in partnership with parents and encourage children to take responsibility for themselves and their belongings.

Home School Agreement

At Hazelwood Schools we value the link between home and school and the sense of belonging to a community with shared values. It is vital that we work in partnership as the child's first teacher is the parent. We believe that by working in partnership we will ensure your child's success and happiness at our schools. We aim to establish a strong relationship with parents, where there is good communication and an openness to listen, understand and respect each other.



Parents:

I/We will do my/our utmost to:

- Make sure my child attends school regularly, arrives/is collected on time and any absences are properly reported
- Show consideration and courtesy to others by following the schools' Vision and Values
- Support my child in understanding and learning about other religions, beliefs and cultures
- Share relevant information with the school which may affect my child at school
- Support and adhere to all the schools' policies and guidelines
- Ensure only healthy snacks are sent to school
- Regularly look at the schools' website, emails and general communication for updated information about my child's learning and school events
- Respond to school requests eg. Trip permissions
- Ensure my child comes to school wearing the correct school uniform, appropriately dressed and equipped each day
- Abide by the schools' Smart Phone Free policy
- Attend parent consultations and discussions about my child's progress arranged by the school
- Attend curriculum and other information sharing opportunities that will help me support my child and the school
- Support my child in opportunities for learning at home
- Support the schools' social and fundraising activities through HPSA

School:

We will do our utmost to:

- Provide a safe and secure environment for all
- Deliver a real, relevant, immersive and purposeful curriculum, carefully planned to support the needs of your child
- Encourage your child to work to the best of their ability
- Actively teach and promote our Vision and Values and support children with their understanding and learning about other religions, beliefs and cultures
- Ensure children have the opportunities to develop personally as well as academically
- Actively listen to parents and take all concerns seriously
- Promote opportunities for parents to work in partnership with the school
- Keep parents informed about all school matters through emails, newsletters, meetings, website updates etc.
- Inform parents if there are any concerns about your child's learning or behaviour
- Provide regular opportunities to discuss your child's progress and needs
- Provide a variety of opportunities for parents to share feedback on aspects of school life
- Provide an annual report on your child's progress
- Promote a healthy and active lifestyle

Child:

I will try my best to

- Follow the schools' Vision and Values and appreciate everyone, their beliefs and cultures
- Come to school each day and on time, wearing the correct school uniform
- Work as hard as I can in my learning, behaviour and attitude
- Remember to follow the schools' 'Good to be Green' behaviour policy
- Show kindness, respect and safety in my online behaviour
- Communicate my thoughts and feelings appropriately
- Complete my homework and join in with creative projects
- Join in with school activities both in and outside of school
- Lead a healthy and active lifestyle

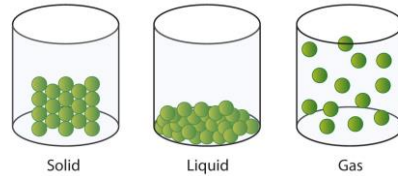
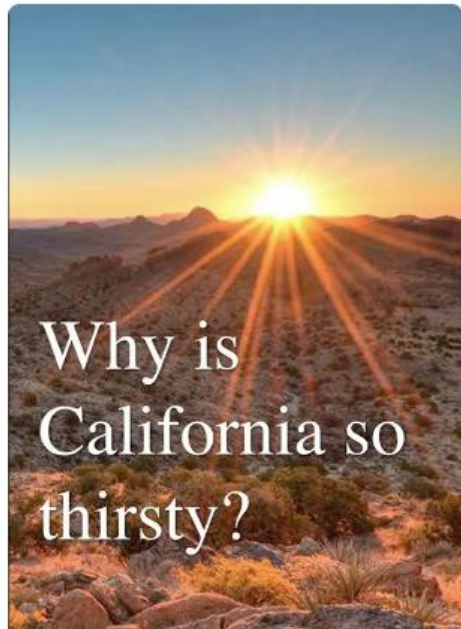
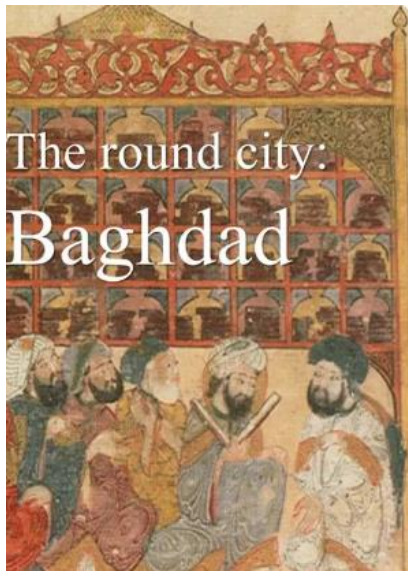
To avoid unnecessary printing, we are not asking parents/carers to sign this agreement, but it needs to be understood that by sending your child to Hazelwood Schools, you are confirming your agreement to the above.



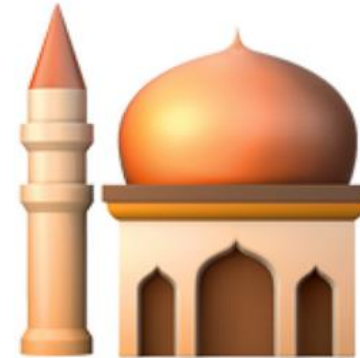
The Year 5 Curriculum

Over the year, the children will be working on different topics across the curriculum which will cover the key knowledge and skills outlined in the National Curriculum. This is what we'll be looking at in Autumn 1:

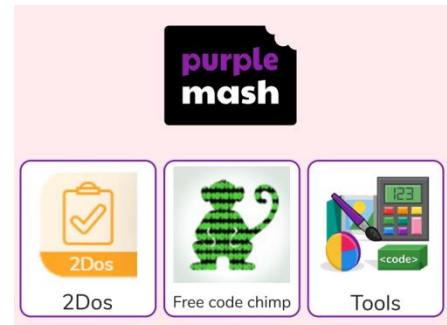
Coding





Properties and changes of materials



Islam
What does it mean to be a Muslim in Britain today?



<p>Year 5 - Curriculum Map Autumn 1</p>  <p>Gibwell Park</p> <p>This term's value is RESPECT</p> <p>Experience: Gibwell Park</p>	<p>Our Vision and Values</p>  <p>Believe and Achieve</p>	<p>English: Narrative: We will begin this half term focusing on our whole school project, looking at the text, 'You Choose' by Pipa Goodhart and Nick Sharratt and writing a setting description of their favourite place. Non-fiction: Following this, the children will be retelling the narrative 'Journey', a wondrous story about a young girl who enters a fantasy world and must find her way home. As part of this unit, they will be learning how to add detail to their writing, using adjectives, adverbs, similes and one punctuation like brackets or dashes to include extra information. Biography: Next, we will be writing a biography on Maya Angelou who is a famous poet and civil rights activist. The children will learn and write about her accomplishments, using the appropriate format, implementing the different features of a biography into their work appropriately. Reading: Children will continue whole class reading and develop key reading skills using VIPERS. These skills are Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising/sequencing. Spelling: Spelling: 'Voice', 'Silent', 'Tail', 'Soft', 'Soft'.</p>	<p>Maths: Place Value During this unit, for the first three weeks of the half term, children will consolidate and build on their knowledge of place value, looking at numbers up to 1,000,000 encompassing skills such as rounding, comparing and ordering as well as looking at 'roman numerals'. Addition and Subtraction During this unit, children will use mental strategies to complete calculations in their heads, using the inverse to check their answers. Next, we'll complete multi-step problems, comparing calculations and seeking to find missing numbers. Multiplication and Division In this unit, children will look at factors, multiples, prime numbers, square and cube numbers as well as multiplying and dividing by 10, 100 and 1000.</p>
<p>Geography: Why is California so thirsty? Children will begin this unit by exploring why water is so important and how farming works in different regions. Children will then discover why California is running out of water. They will then move into understanding how almonds are grown in the state before exploring the California agricultural system and what might be next for California.</p>	<p>Spanish: La Feria The children will learn the 7 days of the week and 12 months of the year. They will recognise numbers 1-11, before asking and answering the questions: 'What is the date?' and 'When is your birthday?'.</p>	<p>Design & Technology: Toyemaker In DT, the children will be designing their own automation toy that includes what is called a cam mechanism, understanding that a cam changes rotational movement into reciprocating movement. They'll then create their own wobble frame before designing and making their own toy as a group, organising different roles.</p>	<p>Science: Changing Materials This half term, the children are looking at all sorts of materials and what makes them different. We will be investigating what we use materials for and how materials can be classified as well as what a conductor and an insulator are, testing different materials to use which work best for their particular purpose. The children will learn about solubility and mixing materials, how malleable and irreversible changes work and some prevalent examples of each as well as investigating different methods of separating mixtures, e.g. filtering and evaporating.</p>
<p>Music: Sea shanties Children will learn about the origin of sea shanties. Children will learn to perform while keeping an internet page.</p>	<p>Physical Education Dance (Indoor): We will be exploring different historical dances, understanding the formations used and why they are employed before creating our own dance based on traditional dances such as Morris Dancing. Games (Outdoor): We will be playing tennis this half term, developing our technique to be able to play a rally, working on both our forehand and backhand before progressing onto playing a volley in a game situation, giving us understanding of positioning and its importance on the court.</p>	<p>History: The Round City (Baghdad) As they build on their prior learning of Early Islamic Civilisations, children will now focus on the city of Baghdad. Pupils will use historical skills to learn how the city's location was chosen and how it was built. They will explore how it developed into a city of learning and books. The House of Wisdom. Children will then learn how the city became important for understanding the world through astronomy, maths, geography, science, technology and medicine.</p>	<p>Computing: Quizizz and Databaker Children will design quizzes using Quizizz. Children will then learn how the city became important for understanding the world through astronomy, maths, geography, science, technology and medicine. They will also use databases to collect, search and analyse information.</p>

Reading



Accelerated Reader



In school:

Daily Whole Class Reading

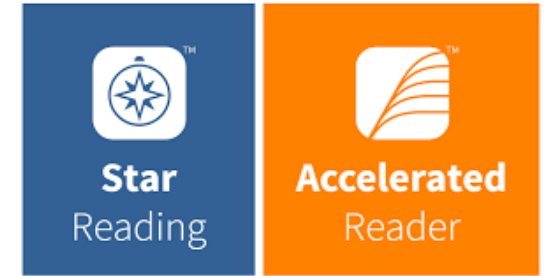
Regular Opportunity for Story Time

At home:

The children will take **a levelled reading** book home at least every week (depending on the length of the book) as well as opportunities to take books from our book corner for their enjoyment. We would really appreciate it if you could read with or encourage your child to read **everyday** and **record in your child's yellow reading record book**. They can do themselves but would also encourage you to keep an eye on their reading activity. The children's reading books will be changed at least weekly and they will be encouraged to select a new book independently within their given book level range.

Books need to be brought into school everyday please as there will be opportunities throughout the school day where adults in the classroom will read with the children.

Reading



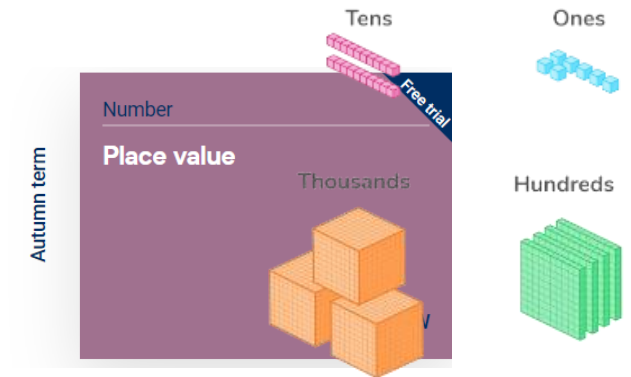
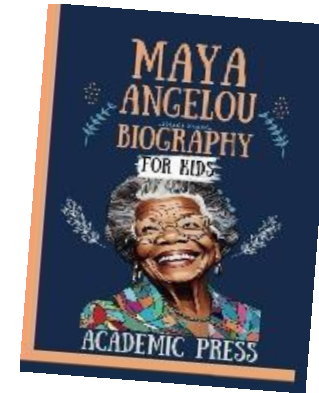
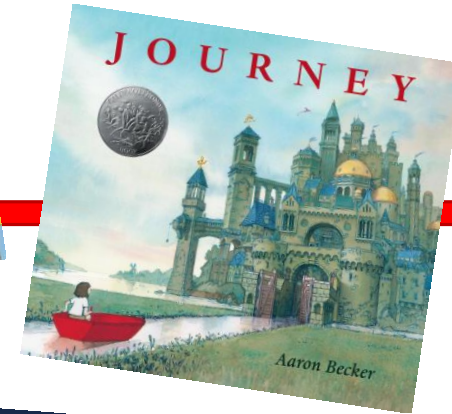
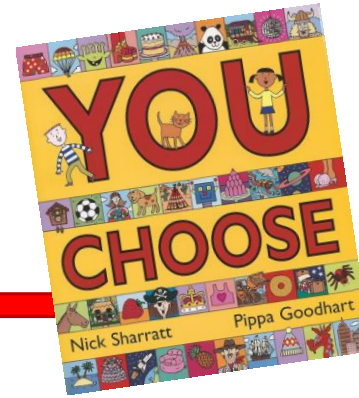
As a school we are continually looking for ways to improve outcomes for children. We have a wonderful and freshly stocked library and we are changing the way we assess and manage children's independent reading. We will be using **accelerated reader**

- Star Reader quiz will be taken at the **start of each term**. This is an online, adaptive, multiple choice assessment that will give teachers a **ZPD** (Zone of Proximal development) for your child. This will help teachers to monitor their reading comprehension.
- Your child will be given a **Book Level** which will indicate the level book they should choose from the library - they will add this to their reading record too
- This Book Level (B.L) will be monitored by teachers and will ensure that children are reading at a level which stretches and challenges them but does not cause frustration.
- Please now ignore any coloured banding stickers, we will no longer be using these
- Children will also be encouraged to take reading for pleasure books in addition to their levelled reading book.

Quiz No 216791
Going Underground

Malam, John
B.L.: 3.8
Points: 0.5

English and Maths



- English and Mathematics are taught daily. In these lessons we focus on teaching the children key skills, through practical and problem solving activities.
- Our lessons are adapted to meet the needs of all children and we provide different opportunities for independent, group and paired work.

Number

Addition and subtraction

[VIEW](#)

Number

Multiplication and division A

[VIEW](#)

Number

Fractions A

[VIEW](#)

Things to look forward to!

- Class Assemblies:
 - 5R – 3rd February
 - 5M – 4th February
 - 5O – 5th February
- Community Action Plan: Visits to Palmers Green Library to read with young children
- Gilwell Park 9th – 10th October
- Visit to British Library – Autumn
- Parent Maths Workshop – 16th January
- Swimming weekly throughout the Spring Term
- Visit to Science Museum – Spring



PE



- PE days are:
 - 5O – Tuesday and Thursday
 - 5R – Tuesday and Friday
 - 5M – Tuesday and Friday
- Children should come to school in their PE kit on PE Days
- Indoor PE kit should consist of: shorts, t-shirt, plus trainers
- Outdoor PE kit should consist of the same as the indoor kit, plus trainers, tracksuit bottoms and a long-sleeve top for cold weather
- Long hair should be tied back.
- No jewellery. For Health and Safety reasons, staff are not allowed to remove a child's earrings. This must be done either by the child or their carer beforehand.





School Uniform

- Children should always be smart
- School jumper (worn or held, not tied around the waist)
- White or red polo shirt – always tucked in
- Black / grey trousers / skirt
- Black shoes (no coloured laces etc...)
- Hair should be tied back if long
- No nail varnish and stud earrings only
- No other jewellery unless for religious reasons (all jewellery must be removed for PE)





Homework

At Hazelwood Schools, we believe that homework should provide opportunities to:

- reinforce learning that has taken place in the classroom
- provide opportunities for parents to become more familiar with their child's learning and enjoy a shared learning experience with their child
- prepare children for the next academic stage of their school life
- develop valuable life skills and good work habits such as organisation and time management
- foster independence, confidence and resilience
- inspire creativity and curiosity outside of the classroom

In addition, homework at Hazelwood should be:

- enjoyable and accessible
- consistent across all classes in a year group as well as show consistency across the school
- pitched at the right level for the child's attainment
- manageable for busy family lifestyles

Homework



Reading

From Year 2 onwards, children will be allocated home reading books based on reading and comprehension assessments in class. Once a week children will be given the opportunity to exchange this book if they have finished it.

Expected Weekly Homework – Maths and Spelling

Expected weekly homework will be found on Google Classroom and will usually require online completion. Homework will be set on a Thursday and be expected to be completed by the following Tuesday.

Maths

From Year 1, Maths homework - based on the child's level of understanding - will be set each week to support children with prior and/or upcoming learning. We use Maths shed

Spelling

From Year 2 onwards, at the beginning of each half term, a list will go out with the half-termly spellings. Children will be tested on these spellings at the end of the half term. Each week, children will be taught explicit spelling rules in class and this will be supported by weekly homework to reinforce these rules.

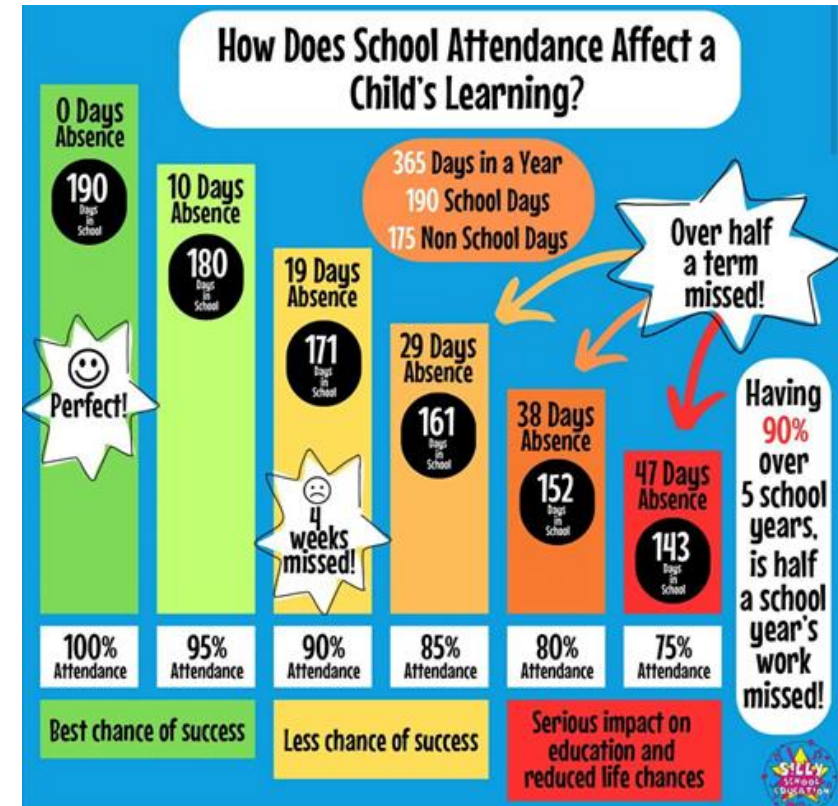
Homework Grid

Each half-term the children will have access to complete optional homework on Google Classroom. This will contain a variety of different tasks from different subject.

Attendance and Punctuality



- Please make sure your child attends every day and is on time.
- Being late has an impact on your child's self regulation, routine and learning.
- Attendance is important. Research shows that a 1% increase in attendance can lead to a 5% increase in attainment.
- However, please do not send your child to school if they are sick!
- New attendance guidance has been released in August, meaning that we will need to be tighter on the authorising of absences, particularly when a child is at risk of becoming a persistent absentee.
- Holidays during term time cannot be authorised under any circumstances



Reporting Absence



This year, we will be moving away from the google form and asking you to report daily absences through the Arbor App.

To report an absence of any kind, including appointments, please follow these steps:

- Log in to the Arbor App and click on your child
- Scroll down and click on “Attendance” (underneath the “Statistics” heading)
- At the top of this page is a green banner that says “Log Absence”
- Click here and complete the form, giving a reason for the absence.

Please use this system for all daily absences – there is no need to phone the office to check that this has gone through. If the absence is for a date in the future (e.g. for an upcoming appointment), please email the office.

Lunch



Summer/Autumn 2024		Pork Free					Pupils Choice Extra Menu				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY					
		15 APRIL, 7 MAY, 3 JUNE, 24 JUNE, 15 JULY, 2 SEPTEMBER, 23 SEPTEMBER, 14 OCTOBER									
WEEK 1	MAIN MEAL 1	Creamy Chicken Pasta Bake	Herb Crusted Chicken with Spaghetti Marinara	Roast Chicken with Sage & Onion Stuffing & Gravy	Favourite Quorn Hot Dog	Battered Fish Fillet					
	MAIN MEAL 2	Cheese & Tomato Quiche	Mild Sweet Potato & Chickpea Curry	Mince Slice	Cheesy Spring Vegetable Bake	Classic Cheese & Tomato Pizza					
	SIDE DISH	Potato Wedges	Brown & White Rice	Roast Potatoes or Wholemeal Pasta	Diced Potatoes or Garlic Bread	Potato Wedges or Tricolour Pasta					
	COLD OPTION	Tuna Roll	Cheese Spread Roll	Tuna Sandwich	Cheese Baguette	Egg Roll					
	EXTRA OPTION	Jacket Potato (Various Toppings)	Jacket Potato (Various Toppings)	Jacket Potato (Various Toppings)	Jacket Potato (Various Toppings)	Jacket Potato (Various Toppings)					
		22 APRIL, 13 MAY, 10 JUNE, 1 JULY, 22 JULY, 9 SEPTEMBER, 30 SEPTEMBER, 21 OCTOBER									
WEEK 2	MAIN MEAL 1	Tex Mex Quorn Fajita	Chicken Pie	Roast Chicken with Sage & Onion Stuffing & Gravy	Beef Burger in a Bun	Salmon Fishcake					
	MAIN MEAL 2	Creamy Macaroni Cheese	Moroccan Tagine	Plant Balls with Gravy	Roasted Summer Veg Pasta	Classic Cheese & Tomato Pizza					
	SIDE DISH	Rice or Tomato Bread	Diced Potatoes or Couscous	Roast Potatoes or Brown & White Rice	Potato Wedges or Herby Bread	Oven Chips or Tricolour Pasta					
	COLD OPTION	Cheese Baguette	Tuna Sandwich	Tuna Roll	Cheese Spread Sandwich	Egg Roll					
	EXTRA OPTION	Jacket Potato (Various Toppings)	Jacket Potato (Various Toppings)	Jacket Potato (Various Toppings)	Jacket Potato (Various Toppings)	Jacket Potato (Various Toppings)					
		29 APRIL, 20 MAY, 17 JUNE, 8 JULY, 16 SEPTEMBER, 7 OCTOBER									
WEEK 3	MAIN MEAL 1	Chicken Curry	Grilled Quorn Burger in a Bun	Turkey Roast with Sage & Onion Stuffing & Gravy	Beef Lasagne	Fish Fillet Fingers					
	MAIN MEAL 2	Honey Mustard Sausage Roll	Rich Tomato Bolognese	Roast Quorn Fajita with Sage & Onion Stuffing & Gravy	Chopped's Sausages with Gravy	Classic Cheese & Tomato Pizza					
	SIDE DISH	Rice or Baked Potatoes	Potato Wedges or Spaghetti	Roast Potatoes or Wholemeal Pasta	Herby Bread or Diced Potatoes	Oven Chips or Tricolour Pasta					
	COLD OPTION	Cheese Spread Sandwich	Cheese Baguette	Tuna Roll	Tuna Sandwich	Egg Roll					
	EXTRA OPTION	Jacket Potato (Various Toppings)	Jacket Potato (Various Toppings)	Jacket Potato (Various Toppings)	Jacket Potato (Various Toppings)	Jacket Potato (Various Toppings)					

Seasonal vegetables and a variety of salads are served daily. = Vegetarian = Vegan.

We are proud to use the following food brands: We are accredited by:

@hcd catering www.hcl.co.uk

- All children in London are currently are entitled to a universal free school meal.
- If you would like your child to have a school prepared lunch you need log in to your account and pre order this via **school grid**.
- You can to order lunches up to a term in advance.
- All Lunches must be order by 8.00am in the morning.

Welfare



Short Term Care Plans

- If your child needs to take medication such as antibiotics or hayfever medication for a short a period of time, please fill in a short term care plan which gives the school permission to administer the medication. This form can be filled in at the office.

First Aid

- Children will receive first aid from a member of first aid trained staff
- If your child has had a bump on the head you will receive a text
- You will be informed immediately of any serious injuries
- Any time that your child receives first treatment will be given a green (for first aid) or orange band (for bumped head) on their wrist
- If your child has vomited or had diarrhoea you would be asked to collect your child immediately and keep them off school for 48 hours





Other notes...

- **Healthy snacks only please** – no crisps or chocolate
- **Water bottles** – should be labelled and brought into school every day
- **No Nuts** – please be aware we are a nut free school & there are children with severe nut allergies.
- **Birthdays** – packaged items only, no items that may contain nuts (we have a number of vegetarian/halal children)
- **Speaking to us** – our relationship with parents/carers is really important. The best way is to communicate via email through the office with a reason why you need to speak to us and we will give you a call back as soon as we can! Or speak to SLT in the mornings or catch us at the end of the day.



Communication

- Website – [Year 5](#)
- Google Classroom
- Newsletters
- Weekly Round-Up
- End of the day
- Emails

The screenshot shows the website's navigation menu with links for HOME, ABOUT US, OUR CURRICULUM, PARENT INFORMATION, NEWS & EVENTS, and CONTACT US. The breadcrumb trail indicates the current page is HOME > OUR CURRICULUM > YEAR GROUP INFORMATION > YEAR 5. The main heading is 'YEAR 5' in red. Below it, the text reads 'The Year 5 Team for 2025-2026 is:'. A table lists the teachers, support staff, and phase leader for each of the four year groups: Rowan, Oak, and Maple. At the bottom, there are three image-based links: 'YEAR 5 CURRICULUM', 'HOMEWORK', and 'LATEST NEWS & INFORMATION'.

Year 5	Rowan	Oak	Maple
Teachers	Fiona Barker / Helena O'Connell	Valentina Costi	Gemma Thompson (YGL)
Support Staff	Tilly Harris, Inayah Hussain, Mariya Todorova		
Phase Leader	Nicole Gardiner		

Arbor - Information about your child



Arbor

- Login to update information about your child such as medical needs, permissions etc.
- All communication will be via email and come from office@hazelwood.enfield.sch.uk
- Payment items will be added to clubs, trips or schools shop on Arbor



WhatsApp Groups & Social Media

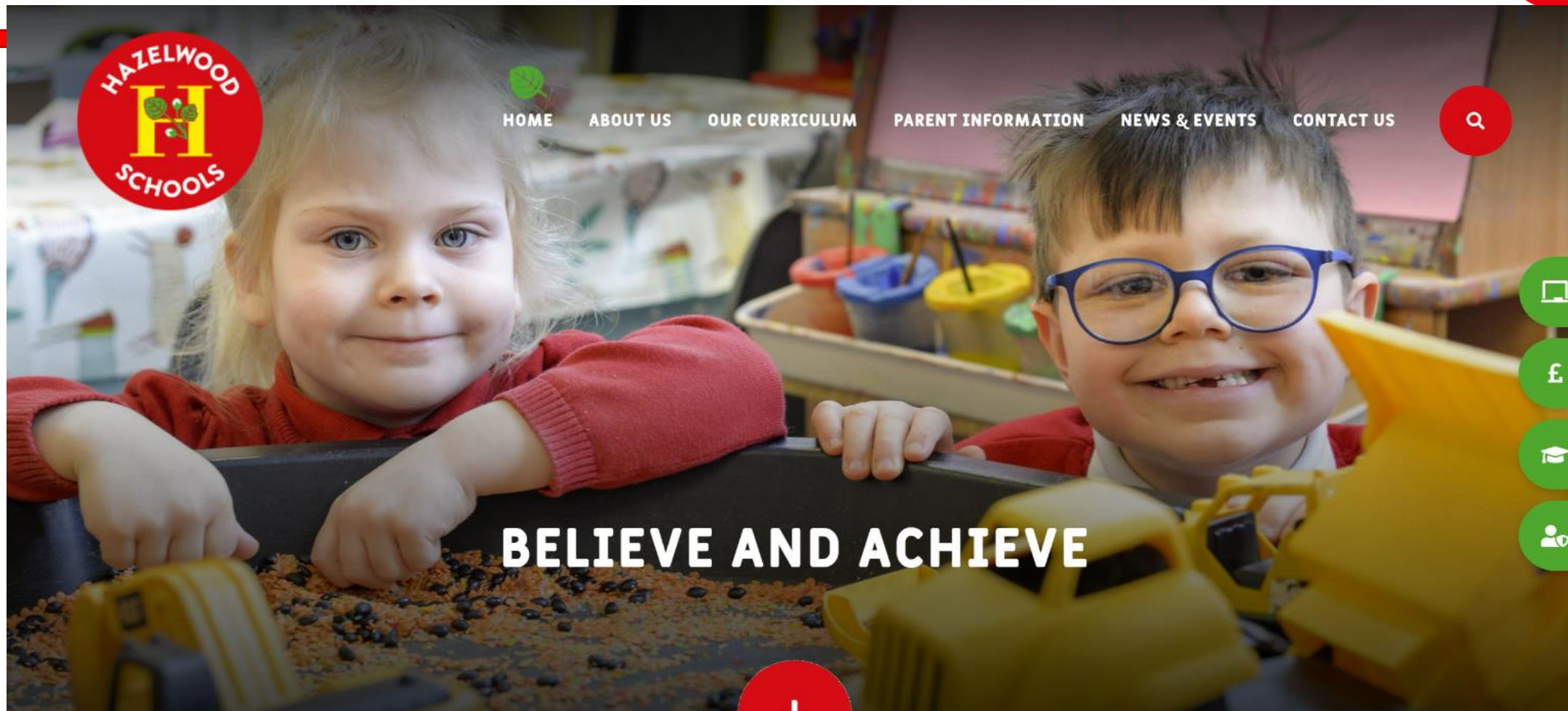
Parents should adhere to the following guidelines when using class WhatsApp groups and when using online platforms:

- The WhatsApp groups/online platforms should never be used as a platform to air views/grievances regarding a teacher, child or parent in the class or school
- The WhatsApp groups/online platforms are not political platforms for airing opinions on current affairs
- The WhatsApp groups/online platforms should not be used for private conversations with anyone else using the group
- The WhatsApp groups/online platforms should be used keeping in mind mutual respect and cultural sensitivity between all its members



School Website

www.hazelwoodschoools.org.uk



Any
Questions?

