



Stockwell Primary School and Children's Centre  
Achieving excellence together

# Meet the teacher

Ms. Prevost

Ms. Hancock

Welcome  
Bem-vindo  
Ek'abo

مرحبا

Bienvenido  
Akwaaba  
Bienvenue



Stockwell Primary School and Children's Centre  
Achieving excellence together

# Bonneville Jessop Stockwell Federation



Jessop  
Primary  
School

& Children's Centre

*Stockwell Primary  
School*



*& Children's Centre  
Achieving Excellence Together*



Three schools working closely together, sharing planning, resources and teaching expertise

# Vision

Where every child is:

- Healthy, Happy and Safe
- Working in a creative and stimulating environment
- Achieving high standards and develop a love of learning
- Building strong partnerships with all staff, home and community





# Priorities



**Priority 1:** To ensure the intent and implementation of our curriculum is sharply focussed on addressing the teaching and learning gaps created by the school closure period as a result of the COVID-19 pandemic by supporting pupil wellbeing, developing aspiration, creating memorable learning experiences and embedding an online learning approach to teaching and learning .

**Priority 2:** To ensure the intent of our catch-up strategy is sharply focussed on Reading and the development of reading skills to enable access to the wider curriculum. Including a focussed approach to closing the vocabulary gap and the teaching of phonics.

**Priority 3:** To raise pupil attainment and accelerated progress for the most vulnerable learners and to ensure that progress of key groups is in line with or above Lambeth and national standards.

**Priority 4:** To strengthen the capacity and effectiveness of leadership and management across the school with a sharp focus on the development of middle leadership.

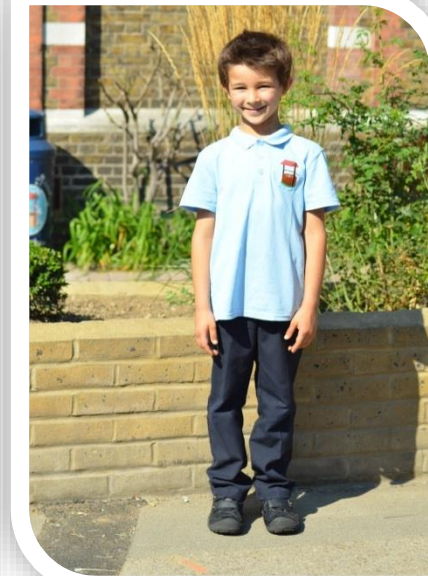
**Priority 5:** To secure the overall quality of teaching as Good.



# School Uniform

## Boys

- Sky-blue or white polo shirt (with or without logo).
- Navy Trousers.
- Navy Sweatshirt (with or without logo).
- Navy Fleece.
- Black Shoes.
- In summer, navy shorts may be worn.
- **NO HOODIES OR BASEBALL CAPS.**

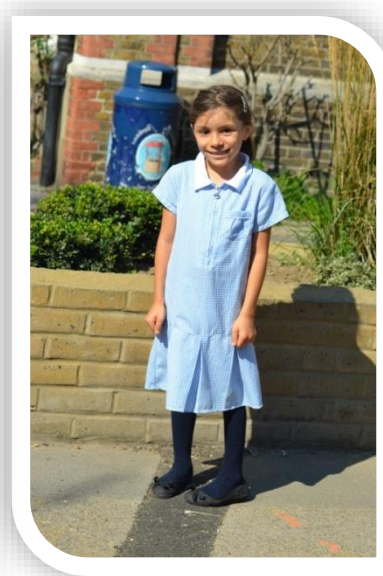
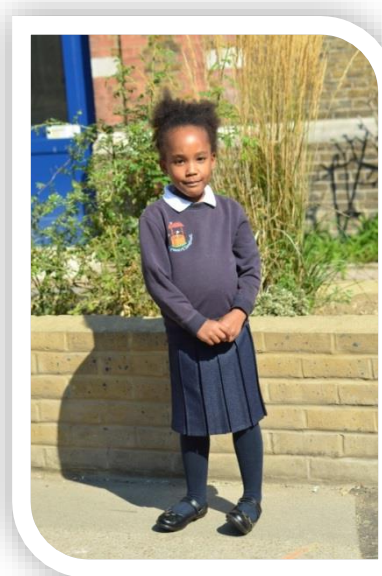




# School Uniform

## Girls

- Sky-blue or white polo shirt (with or without the logo)
- Navy skirt or trousers
- Sky-blue gingham pinafore dress
- Navy jumper or cardigan (with or without the logo)
- Navy Fleece with the school logo
- Black, white or navy hijab
- Navy or white tights or socks



- **NAVY OR BLACK SHOES**



# School Uniform

## Jewellery

Because we have so many children running around during play, as well as active P.E. lessons, some items are not allowed in school.

Yes	No
Stud earrings	Bracelets
Wrist watches (with alarms turned off)	Necklaces
	Rings



## P.E. Kits

For hygiene and health and safety reasons, it is important that your child brings in a change of clothes to participate in P.E. lessons. Our P.E. kit has been kept simple to avoid unnecessary costs:

- Plain t-shirt (not football shirts or other logos).
- Shorts or tracksuit bottoms.
- Trainers or plimsolls.
- **Please note football boots are not required on the astro-turf surface.**
- **Shin-pads are advised for football and hockey games.**





## P.E. Kits

**We encourage children to bring their P.E. kits in on a Monday regardless of their P.E. day to minimise the number of instances that lessons are missed due to forgotten kits.**

**P.E. for your child's class is on a:**

**5P – Tuesday and Friday**

**5H – Tuesday and Friday**



## P.E. Kits

**P.E. is an important part of the National Curriculum and the school takes missed lessons very seriously. We have a strict procedure for forgotten kits:**

**1<sup>st</sup> occasion: Teacher discusses with the child.**

**2<sup>nd</sup> occasion: Letter is dispatched to parents.**

**3<sup>rd</sup> occasion: Meeting with parents.**



# Start of the Day

- 8:50am**      The school gates are opened and the playground is supervised by staff. Children may enter the school building and go to class to begin their reading lessons, (known as “soft start”)
- 9:05am**      School begins. Children arriving after this time are regarded as late and must report to the office to collect a late card and be registered.



## KS2 Breaks and Lunchtimes

To minimise disruption to learning time we do not encourage children in KS2 (Years 3-6) to go to the toilet during lesson time. Children should go to the toilet during the breaks and lunchtimes. Our break and lunch times are staggered.

**11:00-11:15(Y5/6)**

**12:45-13:45(Y5/6)**

**If your child has a medical condition that requires more frequent toilet breaks, please inform the office in writing (as you would with any medical condition).**





# First Aid

**Unfortunately bumps and bruises are inevitable in every playground. At Stockwell we minimise the number of instances by positioning adults throughout the playground and regularly talking to the children about playing safely.**

## **If your child is hurt we will always ensure:**

- **Your child is tended to by a First Aid trained adult.**
- **Fill in a leaflet for the child to take home at the end of the day so you are aware of what has happened. Where possible the teacher will bring this to your attention at home time.**
- **A call home is always made in the event of a bump to the head.**
- **Depending on the severity, we may also call home for cuts and bruises.**
- **For more severe accidents we will call the ambulance immediately and then call you to advise which hospital the child is to be taken to.**



## End of the Day

**3.30pm** Children in Year 5 can be collected from the Green Zone. Please do not call your child from a distance, as teachers are instructed not to let children go until a parent/ carer has come to the line.

**3:40pm** Children who are not collected by 3.40pm are taken to the Blue Hall and registered as uncollected. Parents will be contacted and a charge of £5 is made for collection up until 4pm. This charge increases to £8 for collection between 4pm and 4:30pm.



# End of the Day

**Children in Years 5-6 can go home unaccompanied however permission to leave school unaccompanied needs to be received in writing from the child's parent/carer.**



# After-school Activities

**We are currently looking at how to extend our after school care till 5.45pm . Parents will be informed about the details once this is finalised. Watch this space**





## Our curriculum

### Year 5: Time Travellers

#### 1. Key Vocabulary

**English** — initial, topic, visible, complex, benefit, focus, perspective, symbol, trend, anticipate, alternative, factor

**Maths** — Congruent, decade, duration, into, implications, interval, logic, range, scenario, schedule, strategies, successive

**Science** — gender, transformation, according, metamorphosis, asexual, naturalist, layer, demonstrate, celestial, spherical, revolve, approximate

**Humanities** — Stone Age / Iron Age, hunter-gatherer, nomad, prehistory, Anglo Saxons, co-nate, invaders, Vikings, tribes / tribal, agriculture, settlement, farm / farmers, counties, topographical (hills, mountains, coasts, rivers), land-use patterns, towns, villages.

**RE** — Magi, pilgrim, Jerusalem, Nazareth, commitment, united, moral, enlightenment, noble, values, dharma, precept.

**PSHE** — discrimination, stereotype, physical bullying, unequal, racial bullying, enable, homophobic bullying, imposed, emotional bullying, promote

**Art** — tonal range, pressure, cam, gear, emphasis, blend, crank, quality, focal point, depict, rotary, control, refine, highlight, eratic, dower, contour, depth, eccentric cam, ellipse cam, intricate, cross hatching, effort, snail cam

**DT** — cam, crank, rotary, eratic, eccentric cam, effort, gear, quality, dower, control, ellipse cam, snail cam

**Spanish** — Soy, tengo, pelo largo, pelo corto, ojos azul, ojos marrón, piel clara, piel oscura, alto, mediano, bajo, inteligente, amable, futbol, tenis, rugby, ciclismo, baloncesto, natación, carreras

**Computing** — jingle, edit, trim, audio, combine, download, cipher, confidential, decrypt, mase code, encrypt, security

**Music** — Time signature (4/4, 3/4, 2/4, 6/8, 5/4, 7/4) March, Waltz, Odd Timeings, Cango Saur, Spittuck, Blues, 50's Rock & Roll, Music of the 60's, 70's, 80's, Production - articulation, volume, jam, powerchord

**PE** — shielding, making, spatial awareness, co-operation, court vision, subsequent, intercept, comade, prohibited, collision, resilience, vitality

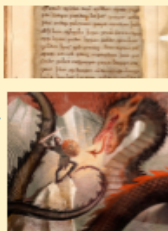
#### 3. English

##### Autumn One

In the first half of the term the children will be exploring Historical Legends inspired by Beowulf. Beowulf is first known epic narrative poem uncovered in the western world. The children will write their own narrative inspired by the events and style of Beowulf.

They will then explore the features and characteristics of book reviews and produce their own review of the story of Beowulf.

Once they have completed these first two units, the children will create their own narrative poem inspired by Beowulf, using all of the skills and vocabulary they have learned this term.



##### Autumn Two

This term will be focused on the key text 'The Highwayman' by Alfred Noyes, a narrative poem. The children will be writing a series of narrative letters about a story from a fictional character—the character in question being 'Bess' the landlady's daughter from the poem.

Once the children have completed this, they will be writing an imagery poem inspired by 'The Highwayman', making sure to include descriptions of all five senses, smell, touch, taste, sound and sight. After this, the children will move on to biographies, where they will be creating their own biography of an influential astronaut.



#### 2. Curriculum Knowledge

- To describe the life cycle of different living things.
- To determine the features and process of reproduction for different plants and animals.
- To write about the life and achievements of a key scientist.
- To write a historical legend inspired by the key text (Beowulf).
- To write a narrative poem inspired by the key text (The Highwayman).
- To understand the possibilities linked to maths.
- To use our Maths skills to carry out Maths investigations.
- To study the change in Britain from the Stone Age to the Iron Age.
- To explore the struggle for the Kingdom by Vikings and Anglo Saxons.
- To analyse the reasons settlers chose certain geographical locations.
- To explore the journey Vikings took from Europe to Britain.
- To develop artistic ideas through sketching and shading.
- To take inspiration from historical artworks and artefacts.
- To investigate, design, make and evaluate moving toys.
- To use appropriate software, apps and online tools.

- To recognise that Christians practise all across the world.



Drivers:	Enterprise	Communication	Well-Being	Possibilities	Environment
	Designing and making to earn money	Role play, hot seating and debating	Keeping ourselves and others safe	Different careers related to science	Recognising how Britain has changed

#### 4. Maths

This term we will be using the 'Maths Mastery' approach and the White Rose scheme of learning. This involves each new concept being introduced with a concrete example, followed by pictorial representations of concept and finally, moving on to using both concrete and a pictorial developing their abstract understanding.

The children will learn to read, write and order numbers up to 1 million including decimal numbers with

They will learn how to add and subtract mentally using the jump and split strategy. They will also use the column method to add and subtract. We will become more confident with multiplication and division—remembering to add the carried digit when multiplying. They will use RUCSAC to solve one and two step word problems.

The children will write unit and non unit fractions. They will compare and order fractions as well as recognising mixed fractions and improper fractions. They will use diagrams and fraction walls to add and subtract fractions.

The children will consolidate telling the time to the nearest minute on an analogue and digital clock. They will convert between 12 hour and 24 hour digital clocks. We will be interpreting timetables and completing the missing information.



#### 5. Science

##### Living things and their habitats

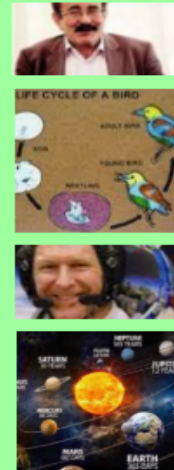
In Autumn one, we will be studying living things and their habitats. We will look at the reproduction and life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants, including different methods of pollination and reproduction. They will also explore metamorphosis in amphibians and insects, comparing their lifecycles.

The scientist we will be studying is Robert Hooke who is famous for his pioneering work in fertility and reproduction.

##### Earth and space

In Autumn two we will be investigating the planets in our solar system. We will describe, name and order them. We will explain how we know the Sun, Moon and Earth are spherical using scientific evidence. We will use the idea of the Earth's rotation to describe night and day. We will also plan and investigate the rotation of the Earth using shadows.

The scientist we will be studying is Tim Peake who is an astronaut who travelled into space.





## Our curriculum

### 6. History/ Geography

#### Stone, Bronze and Iron Ages

Prehistoric Britain can be divided into three ages: Stone Age (Paleolithic, Mesolithic and Neolithic eras), Bronze Age and Iron Age. The children will have the opportunity to explore these changes in Britain from the Stone Age to the Iron Age, whilst also looking at the origin of society and culture as we know it in Britain. The children will be comparing life between early Britain and Modern Britain, and observing the changes of society and geography.



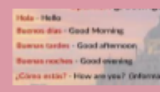
#### Anglo Saxons & Vikings

The children will have the chance to become explorers and explore the history of Britain in the era of Anglo Saxons and Vikings. They will gain an understanding of the struggle these settlers encountered and research how they overcame these. Furthermore, they will also find out about Anglo-Saxons lives-where they came from, why they travelled, what they did for entertainment, what they wore and what their homes were made out of.

### 10. Spanish

The children will be revisiting greetings and responding to greetings. They will be introducing themselves by saying their name, feelings, age, nationality, their likes and dislikes. To extend their learning, they will be using adjectives to describe themselves and their appearance.

They will also be learning the Spanish terms for sports and saying which sports they like and dislike.



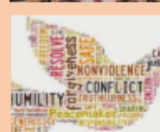
### 7. RE

#### Hinduism

The children will understand that visiting a Hindu temple can be a powerful, cultural and religious experience and that there is power in the words of a personal mantra. They will know that the most basic sound is 'aum' and this is an echo of original creation. They will understand the importance of family and why honesty and truthfulness are important.

#### Peace

Children will understand how Christian places of worship give opportunities for peaceful reflection, meditation and prayer. For example, worship in the Quaker tradition. They will learn Christian beliefs about 'the Peace of God', Jesus' teaching 'Blessed are the Peacemakers', Martin Luther King and peaceful, non-violent protest.



### 8. PSHE

Children can identify how PSHE has helped them in their daily school lives so far and what they expect from it in year 5. When considering the question 'Who am I?' The children look back on their school and life journey so far, reflecting on milestones in their lives, achievements, and difficulties they may have faced. The children use this reflection to think about how they have changed over time. The children then consider what they want to achieve in year 5 and how they are going to do this.



The children can explain what bullying is, why it happens, and the impact bullying has on an individual. Children are aware of differences that should be celebrated but are not and how these situations are unequal. Children can explain what the word stereotype means and the dangers of placing a stereotype on a group or individual. Children can identify some the meaning of discriminatory language and the impact it will have on others. Children can begin to identify examples of discrimination in the wider world and suggest ways to combat this.

### 11. Computing

In this unit children will be inspired by the score from time travel films/ shows, and compose a short piece of music for a time traveler's movements through time.

They will select and use appropriate software, apps and online services to arrive at goals. Also, they will collect, analyse, evaluate, present and share data using appropriate software and devices.

They will ensure they use technology safely, respectfully and responsibly, developing an awareness of the quality of digital content and a respect for people's intellectual property.

In Autumn 2, the children will find out about the importance of passwords and how cryptography is used to keep information secure.



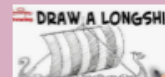
### 9. Art/ DT

This term the children will be designing and sketching Viking long boat dragon figure heads.

The children will create sketch books to record their observations and use them to review and revisit ideas. They will develop ideas from starting points throughout the curriculum and collect information, sketches, and resources. They will adapt and refine ideas as they progress and explore ideas in a variety of ways.

Their figure heads will be sketched using a range of materials, including charcoal, pencils and ink, in order to give the children a wide variety of artistic techniques and concepts to choose from.

The children will be exploring great designers and artists from history, and take on their techniques and ideas in their own artwork.



### 12. Music

In the Autumn term, the children will be exploring music theory in more depth, how black music has shaped the world, the history of rock and roll and music production. In the Spring term, they will move onto describing, comparing and evaluating a range of music genres including jazz, swing, hip hop, R&B and pop music. The Summer term entails an exciting mixture of exploring the music in the UK and creating their very own soundtracks. Children will be taught an understanding of music theory, evaluation and production throughout the year and be taught by a specialist teacher weekly.



### 13. PE

In the Autumn term, children will be exploring movement through gymnastics and dance. They will have the chance to develop their coordination skills, as well as create their own routines and sequences.

The Autumn term will include invasion and target games, such as hockey, tag rugby and netball, and the children will gain a greater understanding of attack and defense through team, cooperative sports.





# Home work

**This is currently online through Google classroom, My Maths, Collins big cat and Oxford reading buddy.**

**Homework will be set on a Friday and will be expected to be completed by the following Wednesday.**

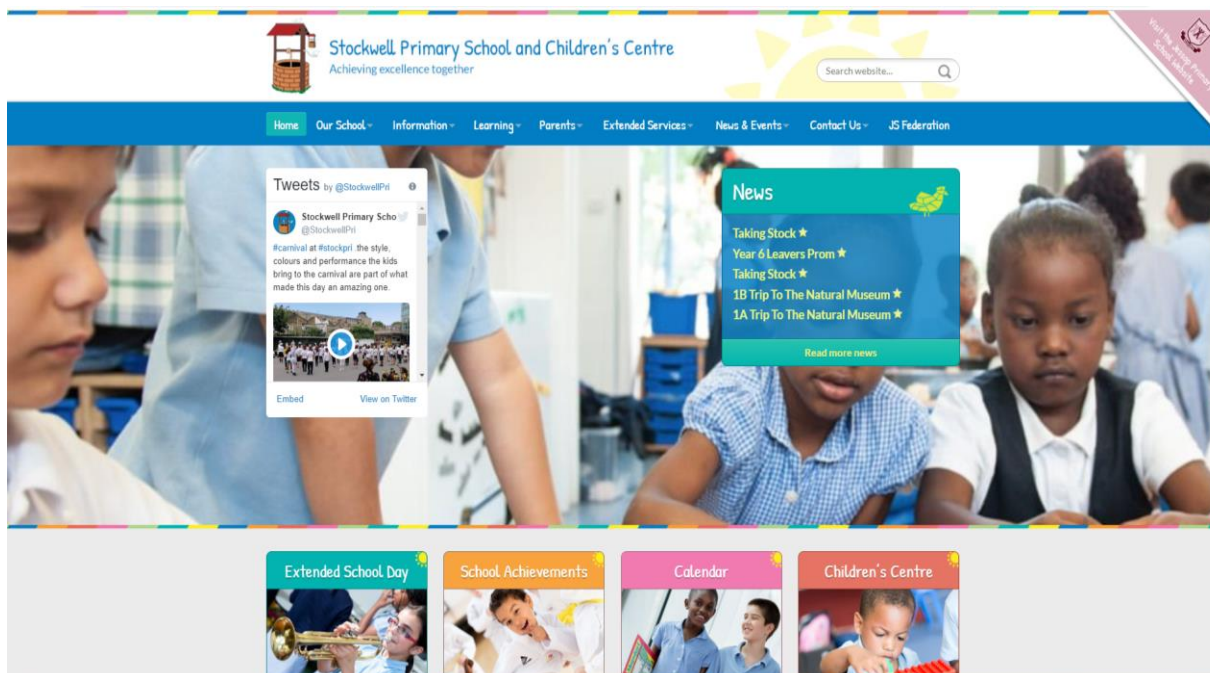




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# Communication with Parents

Through our website  
Newsletters/ letters  
Emails- It's important the office has your correct  
details



[www.stockwell-pri.lambeth.sch.uk](http://www.stockwell-pri.lambeth.sch.uk)

[www.jsfederation.org.uk](http://www.jsfederation.org.uk)

Twitter: #stockpri

Telephone: 020 7274 7687

Fax: 020 7274 9887

Email: [clericalofficer2@stockwell-pri.lambeth.sch.uk](mailto:clericalofficer2@stockwell-pri.lambeth.sch.uk)





# Communication with Parents

**Parent forum and Coffee mornings are also another opportunity to discuss with a senior leader in a relaxed and less formal setting. Coffee mornings take place in the Main Hall. Dates will be shared in the school calendar.**



# Communication with Parents

**Parents Consultation Evenings is another opportunity for parents and carers to speak with the teacher about the progress of their child. There is usually one per term.**



# Complaints Procedure

**At all times, the staff at Stockwell are working in the interests of the child, however you may have occasion to discuss a matter of concern.**

- 1. In almost all cases, the most expedient way to address any concerns is to meet with the class teacher first.**
  - 2. If after the class teacher has had a chance to resolve any issue, you are still unhappy, the Phase Leader ( Ms. Kelleher) should be approached and will endeavour assist you and the class teacher.**
  - 3. Our two Assistant Head Teachers are Mrs Akinmade and Mrs Fraga in case the Phase Leader cannot resolve your complaint.**
- Please note that the Acting Head of School can only resolve an issue after steps 1-3 have been followed.**
  - For further information, our complaints policy is available via our website.**

