



Waterfall Class

Year 5





grow care serve share

Be your best Be kind Be respectful Be a team

At Bathford Church School our vision of 'Grow, Care, Serve, Share' frames our curriculum. We aim to help our children to *grow* by equipping them with the knowledge, skills and values they need both to make sense of the world and to become *caring, responsible global citizens*.

Our vision,
values and
rules

Feb 2025

Ofsted praises excellence in 'happy and inclusive' Bathford school



Bathford pupils with headteacher Becky Hayter

A primary school near Bath has been given a glowing inspection report by Ofsted, including a judgement of 'Outstanding' for the work done in the personal development of the children.





Becky Hayter, Headteacher



Jennifer Keenan, Deputy
Headteacher and SENDCO
(Special Educational Needs and
Disability Coordinator)



Lynnette Baily, Year 5 teacher
and member of Senior
Leadership Team



Our senior leadership team



Class Teacher
Lynnette Baily



PPA Teacher
Mrs Stangroom



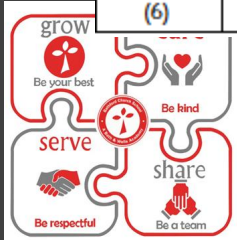
Who will support my child?



At Bathford Church School, our vision of 'Grow, Care, Serve, Share' frames our curriculum. We aim to help our children to grow by equipping them with the knowledge, skills and values they need both to make sense of the world and to become caring, responsible global citizens.

3 overarching whole school themes link the children's learning to our vision and embed Equality and Diversity into our curriculum. Cross-curricular topics link to these themes, inspiring our children to care about their learning.

Term	1		2		3		4		5		6	
Theme	Identity & Diversity				Social Justice & Equity				Sustainable Development			
	EYFS	KS1	KS2		EYFS	KS1	KS2		EYFS	KS1	KS2	
Knowledge	Uniqueness and value of every person	Similarities and differences between people in local setting and in wider context	Diversity of cultures and societies within and beyond own experience		What is fair and unfair	What fairness means	How fairness may not always mean equal treatment		Living things and their needs	Positive and negative impacts of people's actions (including personal choices) on others and environment	People's dependencies on the environment	
	Similarities and differences between self and others	What contributes to self-identity and belonging	Contributions of different cultures to our lives		Importance of caring and sharing	Examples of what it can mean to be rich or poor in local and other contexts	Some causes and effects of poverty and inequality (including gender inequality) at local, national and global levels		How to take care of immediate environment	How people can damage or improve environment	Basics of climate change (causes and effects)	
Ocean (R/1)	Super Me				Then & Now				Adventure Time			
Forest (2)	Amazing Animals				Chocolate				I love London!			
Meadow (3)	Mexico				Romans				Stone Age to Iron Age			
River (4)	Rivers		Extreme Earth		Ancient Egyptians				Anglo Saxons and Vikings			
Waterfall (5)	The Victorians				The Ancient Greeks				Grow and Make It			
Mountain (6)	Wonder				Inspirational Leaders				Marvellous Maya			



Our Curriculum

Our new classroom





Our vision,
values and
rules

Positive
Behaviour
Management

Visible Adult Consistencies

1. Meet and greet with a smile each time a child enters classroom
2. Refer to Be Your Best, Be Kind, Be Respectful, Be a Team.
3. Model positive behaviours
4. Build relationships to make all children feel important, valued and like they belong
5. Use shared language
6. Are calm, consistent and fair with high expectations
7. Give first attention to best conduct
8. Take responsibility for following up with behaviour

WHAT IS BULLYING BEHAVIOUR?

The Diana Award defines bullying behaviour as repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

- Strong, caring relationships built on kindness and respect, including strong partnerships with families.
- High quality teaching which reduces barriers to learning and meets every child's needs.
- Explicitly teaching our children how society is enriched by diversity. This includes considering neurodiversity and differences in age, race, gender, religion or belief, sexuality and family structures.
- High quality professional development and engagement with specialist support leading to a shared expertise, language and consistency.



Inclusion



Children should arrive at 8.45am with the register taken promptly at 8.50am. After 9am, the school gates are closed and parents will need to bring children via the school office to sign the late register.

- Other than absence through illness or exceptional circumstances, we expect children to be in school for the full school day. Please book any after school activities/tuition allowing sufficient time for travel after the end of the school day.
- Where possible, please book non-urgent medical appointments outside of school hours.



Attendance

Please be reminded that we expect all children to wear full school uniform to school every day, except for on days where they have PE when they should wear their school PE kit.

Uniform expectations are as follows:

- Children should wear a red or white polo shirt or buttoned white shirt/blouse (with optional school tie), grey shorts, trousers or skirt or pinafore dress, grey, white or black socks. There is also a red gingham dress, red jumper and red cardigan.
 - PE Kit: Black shorts or a black skort (or leggings/joggers in the winter), a red t shirt, daps for indoors and trainers for outside. PE trainers do not have to be black. In colder weather the Bathford grey fleece or red PE hoodie can be worn. *** Please note the red hoodie is for PE days only and not part of our daily uniform. ***
 - Shoes: For health and safety reasons, children should wear robust shoes which are comfortable and practical. Shoes must be black. Smart sandals may also be worn in the summer. Coloured trainers and coloured fleeces are not allowed to be worn inside.
 - Jewellery/Accessories: For health and safety reasons, no jewellery is allowed apart from stud earrings and wrist watches, and these need to be removed for PE. Plain hair bands/Alice bands are allowed but not fashion items such as bunny ears /large bows/hair wraps etc. Caps, hats, snoods, scarves, gloves etc should not be worn inside the classroom. Cold or hot weather items should be left on pegs to be worn when outside as necessary. No make-up should be worn. Long hair should be tied up.
- The school has a small stock of second-hand school uniform - please see Clare in the office for more information. Parents are asked to request permission from the school should they feel adaptations to this policy are necessary to accommodate religion or belief, ethnicity, disability, or any other special circumstances

Please ensure all clothing is labelled clearly with your child's name and check it after every few washes to ensure the name has not worn off.
Staff always endeavour to return clothing to children if it is named.



Uniform



Communication and Safety

- The school needs two alternative contacts to the main parent contact. Please check all contact details are up to date and inform the office of any changes to contact numbers and addresses.
- We use Class Dojo for quick informative, non-urgent messages/update. During the school day, we are working directly with children, and we are not able to check Class Dojo messages.
- If you have an urgent message for the class teacher/TA/your child during school hours, please contact the office on office@bathford.bwmata.org or 01225 858776 and they will ensure this message is passed on.
- Please inform the office in advance if someone different is going to collect your child.
- If you have any concerns you would like to discuss, then the office team will help you to organise a face-to-face meeting with me, the class teacher.

Year 5	8.45 - 10.20			11.00 - 12.00		1.05 - 3.20		
Mon	SPAG Quiet Reading	English	Kaimoria 10.20-10.40 and Morning Break 10.40-11am	Maths	Lunch Break 12 noon-1.05	Reading	History and/or Geography	
Tues PPA alternate weeks	SPAG Quiet Reading	English		Maths		Reading	Science	Spanish
Wed	SPAG Quiet Reading	English		Maths		Reading	Art and Design/Design Technology	2.30 PE with Mr Parish
Thurs	SPAG Quiet Reading	English		Maths		Reading	1.10 PE with Miss Baily	Music RE
Fri	SPAG Quiet Reading	English		Maths		Reading	PHSE Give out homework	ICT from 2.30



Our Timetable



Opal Play





Important Class Information

- PE is on Wednesday and Thursday - children should come to school in their PE kit on these days.
- Swimming will be in the Spring Term - more information will follow closer to the time.
- Forest School will be on Tuesday 4th November - children should wear appropriate outdoor clothing on this day.
- Our family assembly will be on Friday 19th September at 10.15.
- Children in Year 5 are able to walk home with the written permission of their parents. Please email the office if you would like to give permission for your child to walk home.

We will be going to the Sevington Victorian School on Wednesday 19th November.

We will be planting trees on Bathampton Meadows on Tuesday 21st October.

Online Safety



PROJECT
EVOLVE

Children are not allowed to have mobile phones in school, or other devices which have access to the internet.

In Y5/6 children are allowed to bring a mobile phone to school for safety reasons if they are travelling to school independently. Phones are not allowed to be used on site, must be handed in to the class teacher at the beginning of the school day and will be returned as the children leave the classroom.

Online Safety

•<https://www.eventbrite.co.uk/e/the-wonders-and-dangers-of-ai-with-neil-king-tickets-1668401667299?aff=oddttdcreator>



Empowering Parents Programme Session One

The Wonders (and Dangers) of AI



Neil King

Artificial Intelligence is becoming a part of everyday life, shaping how we work and how children learn. From smart assistants helping with homework to medical diagnosis, AI can make life easier and open new opportunities. At the same time it raises important concerns for parents - such as privacy, online safety, and what information can be trusted. In this session we will explore some exciting benefits and some huge risks of AI to give you a better understanding of how it could affect you and your children.



6pm - 7pm



24th September
2025



Online

Throughout the 2025/6 academic year, we are pleased to be offering **eight sessions**, all delivered by **subject specialists** and the ESC core delivery team, to provide practical tools and strategies for parents.

Topics include behaviour management, gamification, and other areas tailored to support you in building **positive routines** and **stronger connections** at home.

- We use reciprocal teaching strategies to teach reading comprehension, asking children to predict, question, summarise and clarify.
- When we hear children read, the focus is on fluency, expression and on comprehension.



Reading

Reading at home

Reading to children six to seven days a week puts them almost a year ahead of those who are not being read to.



Date	Book title and page number	Pages/Teacher Comments

Book Review

Title: _____

Author: _____

Main characters: _____

Main storyline: _____

What did you like about the book? _____

How could the book be improved? _____

Grade: ☐ Excellent ☐ Good

Date: _____

Reading Record

Name: _____

Class: _____





Books I have read

No.	Book Title

Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift.
~Kate DiCamillo



Reading at home

- Use pictures to help.
- Sound out - segment and blend.
- Look for smaller words within a word, e.g. tEACHer.
- Break words down into syllables, e.g. en-joy-able.
- Use punctuation to help it make sense.
- Go back and read a word or sentence again if not sure or understand it.
- Encourage them to read on see if they can work out the meaning of a word they don't know from the context of the story.
- Ask them to listen to see if it makes sense.
- Use words they know already that they have seen before.
- Imagine what is happening and create a picture in mind.

What Can You Do to Help?

- Read together **every day** and ask **questions** about the story. Do they understand what they are reading? Can they predict what is going to happen? Can they answer questions about the book? Can they summarise the story? Can they express feelings or opinions about the characters? Can they read with expression?
- Encourage your child to practise their spellings and times tables daily.
- Support your child with their homework. Talk it through and share it with them. Only spend 20-30 minutes on a task.



Homework

- We believe that all children benefit from regular, independent learning away from the classroom. We believe homework:
 - builds self-discipline
 - provides the opportunity to reinforce, enrich and extend learning
 - is an opportunity for you to keep in touch with the work your child is doing in school.
- When we set homework, we are mindful not to overload children, understanding that too much homework could potentially impact mental health. We adapt homework to meet the needs of the child and encourage you to let us know if you have any concerns.
- Spellings will be sent out on a Friday and returned to school on the following Thursday.
- Homework may be a maths or English task. This will be sent out on a Friday and will be due in the following Wednesday.

FOBS (Friends of Bathford School)

We have an active FOBS, a registered charity, who support our school brilliantly by raising money. With the help of our parents, last year they raised nearly £18,000 from activities which included a movie night, wreath making, Ceilidh, Christmas & Summer Fairs, ice lolly & uniform sales, a quiz night and the Grow a £1 initiative. This money helped to fund:

- Forest School
- New chairs and tables for the hall
- Whole school trip to Avon Valley
- Other school trips including residential
- OPAL
- Wellbeing resources
- Interactive Whiteboard

FOBS are seeking new members. We try to meet once a month, or a bit more frequently in the run up to events. You can help us plan and resource events; help us as we look to apply for grants and funding; help us raise much needed corporate sponsorship; or simply help by giving us an hour of your time at an event or sharing your expertise. Whilst at times it can be hard work, it is also a lot of fun and highly rewarding, we promise!!

Questions?

