



YEAR 5 EXPECTATIONS AND USEFUL INFORMATION

www.spsl.towerhamlets.sch.uk



WELCOME TO YEAR 5

At St Paul with St Luke Primary School, we recognise that educating a child is a partnership between parents/caregivers and the school. Without the active support with parents/caregivers a pupil is unlikely to thrive and flourish or achieve their potential.

This booklet provides information for parents/caregivers on the end of year expectations for Year 5 children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet, or want support in knowing how best to help your child, please talk to your child's teacher.

As a school, we look forward
to a successful year of working in partnership with you.

USEFUL CONTACTS		
Tahmina Ahmed Year 5 Class Teacher		
Lauren Sharpe Head of School	Dan French Assistant Headteacher (SENDSCO)	Mark Ali Assistant Headteacher
Asma Bibi School Business Manager	Demi Flaxton and Madeha Khalique Administrative Team	
<i>To make an appointment to meet with any of the above members of staff, please contact the office on 020 7987 4624 or email admin@spsl.towerhamlets.sch.uk</i>		

OUR MISSION AND VISION

JESUS SAID:

'Love one another as I have loved you'. (John 15:12)

We are the branch,
our children the blossom,
We nurture all in our community,
We grow with love, learn,
and flourish.

OUR MISSION:

We aim to provide excellent learning and teaching opportunities in all areas of the curriculum so that our pupils achieve their maximum potential: to serve our community by providing an education of the highest quality within the context of Christian belief and practice; to encourage an understanding of the significance of faith, to promote Christian values through the experiences we offer to all our pupils and to provide a safe and welcoming place to all God's children.

OUR VISION:

The school's vision stems from the timeless wisdom that is John 15:12, a nurturing community where love forms the foundational ground on which our co-humanity is built enabling all to blossom. We endeavour to cultivate a learning culture where a profound sense of love, exemplified in the teaching of Jesus Christ, fosters compassion, understanding, kindness and service in the promotion of the common good. **Unwavering unity** embraces the command of unconditional love to dissolve the ever-present barriers faced within our context, promote inclusivity, acceptance and celebration of diversity and plurality of existence. **Empathy and compassion** are cultivated in order to foster a deep sense of understanding of the struggles and successes of others, standing with our community through both. **Inclusive excellence** celebrates individuality, our children's unique gifts and talents whilst recognising, accepting and embracing diversity to empower our children to excel academically, socially and personally. Through servant leadership inspired by Jesus's selfless love, we aim to instil a sense of duty, a culture of altruism and interconnectedness of the human experience. By embracing the teaching of John 15:12 we commit to creating a caring school community that mirrors the love and grace of Jesus Christ, committed to the flourishing of our children as children of God. We wish to educate the whole child, knowing that wise education grows hearts, and souls.

OUR VALUES

All staff will live out our values.

Working in partnership with one another, connected by our humanity, we will build capacity within the organisation that exceeds the sum of its parts by recognising and utilising our talents and passion for the success of all our children.



LIFE LONG LEARNING

As a school we want to encourage everyone to keep developing and learning.



SPIRITUAL & REFLECTIVE

As a school we want to develop the whole child which means their spiritual, moral, social and cultural development.



CARING & RESPECTFUL

Some of our values are about how we treat each other.



CELEBRATING INDIVIDUALITY

Inspiring, engaging and motivating our pupils is something we value highly at SPSL.



WORKING TOGETHER

SPSL is part of the local community. Together we can do more than we can individually. We can support each other, share ideas and solve problems.



TAKING RESPONSIBILITY

We acknowledge our responsibilities and acknowledge the responsibilities of others.



END OF YEAR EXPECTATIONS: READING

READING AND SPELLING

- Beginning to use the words and word parts that they can read and understand already to think about what new words mean and sound like.

GUIDED READING

- Beginning to present or debate on topics read about, using notes if needed.
- Often able to justify my views.
- Can often retrieve, record and present information from non-fiction.
- Can ask questions about what they have read to further improve their understanding.
- From their reading, can often predict what may happen in a story from details given and suggested in the text.
- Beginning to identify key details and ideas in texts by summarising a given number of paragraphs they have read.
- Can often show understanding of what they have read by drawing inferences from within the text and justifying them with evidence.
- Can often distinguish between statements of fact and opinion.
- Can often show how language, structure and presentation all contribute to meaning in texts they have read.
- Can often check my understanding of books they have read through discussion and exploring the meaning of words.

SPEAKING AND LISTENING

- Beginning to know how authors use particular language which will have impact on them, as the reader.
- Can often participate in discussions about books they have read, or those that have been read to them by listening to others' ideas and at times challenging views courteously if they differ from their own.
- Becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.
- Beginning to recommend books they have read to their friends.
- Gaining confidence to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.

END OF YEAR EXPECTATIONS: WRITING

THE PUPIL CAN WRITE FOR A RANGE OF PURPOSES AND AUDIENCES

- Using paragraphs to organise ideas.
- Describing settings and characters.
- Using some cohesive devices within and across sentences and paragraphs.
- Using different verb forms mostly accurately.
- Using co-ordinating and subordinating conjunctions.
- Using mostly correctly:
 - Capital letters
 - Full stops
 - Question marks
 - Exclamation marks
 - Commas for lists
 - Apostrophes for contraction
- Spelling most words correctly (Year 3 and 4).
- Spelling some words correctly (Years 5 and 6).
- Producing legible joined handwriting.

Log on to
Bug Club, our
online reading resource,
at:
www.activelearnprimary.co.uk

YEAR 5 GRAMMAR GLOSSARY

Grammar term	What does it mean?
Ambiguity/ambiguous	<p>If a phrase, clause or sentence is ambiguous, the meaning is not clear. Often, you can solve this problem by re-ordering the sentence or using more precise punctuation.</p> <ul style="list-style-type: none"> • I rode my horse <u>wearing red pyjamas</u>. <p><i>Is it the horse that's wearing pyjamas? Try...</i> Wearing red pyjamas, I rode my horse.</p>
Cohesion	<p>A text which has cohesion fits logically together. The reader can see how one part moves on to another or how the end links back to the beginning. We use cohesive devices, such as connective phrases and determiners, to achieve cohesion.</p>
Modal verb	<p>Modal verbs add meaning to the main verb. Modal verbs only have a single form, so you don't add -ing or -s to them. Some common modal verbs are:</p> <ul style="list-style-type: none"> • Will, shall, should, can, could, must.
Parenthesis	<p>We use parenthesis to add extra detail to a sentence which is already grammatically correct without it. We can use brackets, dashes or commas to separate the parenthetical information from the main sentence.</p> <ul style="list-style-type: none"> • Mrs. Jones (<u>my teacher</u>) works in Year 5. • The product of four and nine – <u>36</u> – is a square number. • Michael, <u>who sits next to me</u>, is brilliant at Art.
Relative pronoun	<p>Relative pronouns (who, which, where, that, when) introduce a relative clause. They refer back to a noun or clause that we already know.</p>
Relative clause	<p>A relative clause is a special type of subordinate clause which adds extra information to another noun or clause.</p> <ul style="list-style-type: none"> • James, <u>who never does his homework</u>, is very lazy. [the extra clause tells us more about James] • All the chocolate pudding was gone by the time I got in to lunch, <u>which really annoyed me</u>. [this refers to the whole previous clause about chocolate pudding]

EXPECTED SPELLING WORDS FOR YEARS 5 AND 6

accommodate	community	existence	muscle	rhyme
accompany	competition	explanation	necessary	rhythm
according	conscience	familiar	neighbor	sacrifice
achieve	conscious	foreign	nuisance	secretary
correspond	controversy	fort	occupy	shoulder
aggressive	convenience	frequently	occur	signature
amateur	criticize (critic + ise)	government	opportunity	sincere(ly)
ancient	curiosity	guarantee	parliament	soldier
apparent	definite	harass	persuade	stomach
appreciate	desperate	hindrance	physical	sufficient
attached	determined	identity	prejudice	suggest
available	develop	immediate(ly)	privilege	symbol
average	dictionary	individual	profession	system
awkward	disastrous	interfere	programme	temperature
bargain	embarrass	interrupt	pronunciation	thorough
bruise	environment	language	queue	twelfth
category	equip (-ped, -ment)	leisure	recognise	variety
cemetery	especially	lightning	recommend	vegetable
committee	exaggerate	marvelous	relevant	vehicle
communicate	excellent	mischievous	restaurant	yacht

END OF YEAR EXPECTATIONS: MATHEMATICS

Number, Place Value, Approximation and Estimation/Rounding
I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
I can read, write, order and compare numbers to at least 1,000,000.
I know the value of each digit in numbers up to 1,000,000.
I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
I can interpret negative numbers in context.
I can count forwards and backwards with positive and negative whole numbers.
I can solve number problems and practical problems with the above.
Calculations
I can add and subtract numbers (with more than 4 digits) mentally and including using written methods.
I can use rounding to check answers to calculations.
I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
I can identify multiples and factors, including finding all factor pairs of a number and common factor pairs of two numbers.
I 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 the prime numbers up to 19.
I can recognise and use square numbers and cube numbers, and use cm^2 and cm^3 .
I can multiply and divide numbers mentally drawing on known facts.
I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
I can multiply numbers up to 4 digits by a 1 or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.
I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.
I can solve problems involving multiplication and division using knowledge of factors and multiples, squares and cubes.
I can solve problems involving $+$, $-$, \times , \div and $=$.
I can solve problems involving multiplication and division including scaling by simple fractions and problems.
Fractions, Decimals and Percentages
I can recognise mixed numbers and improper fractions and convert from one form to the other.
I can identify, name and write equivalent fractions of a given fraction.
I can compare and order fractions whose denominators are multiples of the same number.
I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
I can multiply proper fractions and mixed numbers by whole numbers.
I can read and write decimal numbers as fractions.

END OF YEAR EXPECTATIONS: MATHEMATICS



Measurement
I can solve problems involving converting between units of time.
I can convert between different units of metric measure.
I can understand and use approximate equivalences between metric units and common imperial units.
I can measure and calculate the perimeter of composite rectilinear shapes (several straight-lined shapes which make one) in cm and m.
I can calculate and compare the area of rectangles (inc. squares), and including using standard units (cm^2 and m^2) to estimate the area of irregular shapes.
I can estimate volume and capacity.
I can use all four operations to solve problems.
Geometry - Properties of Shape
I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
I can identify 3D shapes, including cubes and other cuboids, from 2D representations.
I know angles are measured in degrees.
I can estimate and compare acute, obtuse and reflex angles.
I can identify angles at a point and one whole turn.
I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn.
I can identify other multiples of 90° .
I can draw given angles and measure them in degrees.
Geometry - Position and Direction
I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
Statistics
I can complete, read and interpret information in tables, including timetables.
I can solve comparison, sum and difference problems using information presented in a line graph.

ADDITION AND SUBTRACTION

Addition

Year 5 Add numbers with more than 4 digits

Including money, measures and decimals with different numbers of decimal places.

$$\begin{array}{r} \text{£ } 23.59 \\ + \text{£ } 7.55 \\ \hline \text{£ } 31.14 \end{array}$$

The decimal point should be aligned in the same way as the other place value columns, and must be in the same column in the answer.

$$\begin{array}{r} 23481 \\ + 1362 \\ \hline 24843 \end{array}$$

Numbers should exceed 4 digits.

$$\begin{array}{r} 19.01 \\ 3.65 \\ + 0.70 \\ \hline 23.36 \end{array}$$

Pupils should be able to add more than two values, carefully aligning place value columns.

Say '6 tenths add 7 tenths' to reinforce place value.

Empty decimal places can be filled with zero to show the place value in each column.

Children should:

- Understand the place value of **tenths and hundredths** and use this to align numbers with different numbers of decimal places.

Subtraction

Year 5 Subtract with at least 4-digit numbers

including money, measures, decimals.

Compact column subtraction

(with 'exchanging').

$$\begin{array}{r} \cancel{2}^{\text{2}} \cancel{1}^{\text{1}} \cancel{0}^{\text{0}} \cancel{8}^{\text{8}} \\ - 2128 \\ \hline 28928 \end{array}$$

Subtracting with larger integers.

Children who are still not secure with number facts and place value will need to remain on the partitioned column method until ready for the compact method.

See 'moving to the compact method' video.

$$\begin{array}{r} \cancel{7}^{\text{6}} \cancel{1}^{\text{1}} \cancel{6}^{\text{6}} \cancel{9}^{\text{9}} \cdot \cancel{0}^{\text{0}} \\ - 372.5 \\ \hline 6796.5 \end{array}$$

Subtract with decimal values, including mixtures of integers and decimals, aligning the decimal point.

Create lots of opportunities for subtracting and finding differences with money and measures.

Add a 'zero' in any empty decimal places to aid understanding of what to subtract in that column.

MULTIPLICATION AND DIVISION

Multiplication

Year 5 Multiply up to 4-digits by 1 or 2 digits.

Introducing column multiplication

- Introduce by comparing a grid method calculation to a short multiplication method, to see how the steps are related, but notice how there are less steps involved in the column method (see video).
- Children need to be taught to approximate first, e.g. for 72×38 , they will use rounding: 72×38 is approximately $70 \times 40 = 2800$, and use the approximation to check the reasonableness of their answer against.

Short multiplication for multiplying by a single digit

x	300	20	7
4	1200	80	28



$$\begin{array}{r} 327 \\ \times 4 \\ \hline 1308 \end{array}$$

Pupils could be asked to work out a given calculation using the grid, and then compare it to your column method. What are the similarities and differences? Unpick the steps and show how it reduces the steps.

Introduce long multiplication for multiplying by 2 digits

	10	8
10	100	80
3	30	24



	18	
x	13	
	54	
	2	
1	80	
2	34	

18×3 on the 1st row
($8 \times 3 = 24$, carrying the 2 for twenty, then 1×3)
 18×10 on the 2nd row. Put a zero in units first, then say 8×1 , and 1×1 .

Moving towards more complex numbers:

$$\begin{array}{r} 1234 \\ \times 16 \\ \hline 7404 \\ 12340 \\ \hline 19744 \end{array} \quad \begin{array}{l} (1234 \times 6) \\ (1234 \times 10) \end{array}$$

$$\begin{array}{r} 3652 \\ \times 8 \\ \hline 29216 \end{array}$$

Approximate,
Calculate.

Division

Year 5 Divide up to 4 digits by a single digit, including those with remainders.

Short division, including remainder answers:

$$\begin{array}{r} 0663 \text{ r } 5 \\ 8 \overline{) 5309} \end{array}$$

Short division with remainders: Now that pupils are introduced to examples that give rise to remainder answers, division needs to have a real life problem solving context, where pupils consider the meaning of the remainder and how to express it, i.e. as a fraction, a decimal, or as a rounded number or value, depending upon the context of the problem.

The answer to $5309 \div 8$ could be expressed as 663 and five eighths, $663 \text{ r } 5$, as a decimal, or rounded as appropriate to the problem involved.

Include money and measure contexts.

See Y6 for how to continue the short division to give a decimal answer for children who are confident.

Approximate,
Calculate.

If children are confident and accurate:

- Introduce long division for pupils who are ready to divide any number by a 2-digit number (e.g. $2678 \div 19$). This is a Year 6 expectation—see

TIMES TABLES

2 x	
1 x 2 =	2
2 x 2 =	4
3 x 2 =	6
4 x 2 =	8
5 x 2 =	10
6 x 2 =	12
7 x 2 =	14
8 x 2 =	16
9 x 2 =	18
10 x 2 =	20
11 x 2 =	22
12 x 2 =	24

5 x	
1 x 5 =	5
2 x 5 =	10
3 x 5 =	15
4 x 5 =	20
5 x 5 =	25
6 x 5 =	30
7 x 5 =	35
8 x 5 =	40
9 x 5 =	45
10 x 5 =	50
11 x 5 =	55
12 x 5 =	60

10 x	
1 x 10 =	10
2 x 10 =	20
3 x 10 =	30
4 x 10 =	40
5 x 10 =	50
6 x 10 =	60
7 x 10 =	70
8 x 10 =	80
9 x 10 =	90
10 x 10 =	100
11 x 10 =	110
12 x 10 =	120

4 x	
1 x 4 =	4
2 x 4 =	8
3 x 4 =	12
4 x 4 =	16
5 x 4 =	20
6 x 4 =	24
7 x 4 =	28
8 x 4 =	32
9 x 4 =	36
10 x 4 =	40
11 x 4 =	44
12 x 4 =	48

TIMES TABLES

3 x	
1 x 3 =	3
2 x 3 =	6
3 x 3 =	9
4 x 3 =	12
5 x 3 =	15
6 x 3 =	18
7 x 3 =	21
8 x 3 =	24
9 x 3 =	27
10 x 3 =	30
11 x 3 =	33
12 x 3 =	36

8 x	
1 x 8 =	8
2 x 8 =	16
3 x 8 =	24
4 x 8 =	32
5 x 8 =	40
6 x 8 =	48
7 x 8 =	56
8 x 8 =	64
9 x 8 =	72
10 x 8 =	80
11 x 8 =	88
12 x 8 =	96

6 x	
1 x 6 =	6
2 x 6 =	12
3 x 6 =	18
4 x 6 =	24
5 x 6 =	30
6 x 6 =	36
7 x 6 =	42
8 x 6 =	48
9 x 6 =	54
10 x 6 =	60
11 x 6 =	66
12 x 6 =	72

9 x	
1 x 9 =	9
2 x 9 =	18
3 x 9 =	27
4 x 9 =	36
5 x 9 =	45
6 x 9 =	54
7 x 9 =	63
8 x 9 =	72
9 x 9 =	81
10 x 9 =	90
11 x 9 =	99
12 x 9 =	108

7 x	
1 x 7 =	7
2 x 7 =	14
3 x 7 =	21
4 x 7 =	28
5 x 7 =	35
6 x 7 =	42
7 x 7 =	49
8 x 7 =	56
9 x 7 =	63
10 x 7 =	70
11 x 7 =	77
12 x 7 =	84

Log on to TT Rock Stars,
our online times tables
resource, at:
www.ttrockstars.com

WORKING SCIENTIFICALLY

- **Can ask meaningful scientific questions.**
- Can use their scientific experiences to raise different kinds of questions.
- Can use their scientific experiences to select and plan the most appropriate line of enquiry to answer scientific questions. (research, observing over time, sorting and classifying, fair testing, pattern seeking).
- Can talk about how scientific ideas have developed over time.
- **Can plan different types of scientific enquiries to answer questions, including recognising and controlling variables here necessary.**
- Can recognise when and how to set up fair tests and explain which variables need to be controlled and why.
- Can use and then develop scientific keys and information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment.
- Can recognise which secondary sources will be most useful to research ideas and begin to separate opinion from fact.
- Can make predictions and hypotheses.
- **Can take measurements, using a range of scientific equipment, with increasing accuracy and precision taking repeated readings where appropriate.**
- **Can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.**
- Can make decisions about what observations to make.

- Can make decisions about what measurements to make and how long to make them for and whether to repeat them.
- Can make decisions about what equipment to use to measure.
- Can explain how to use measuring equipment accurately.
- Can make decisions about how to record data and information.
- **Can report and present findings from enquiries, including conclusion, causal relationships & explanations of and degrees of trust in results, in oral and written forms such as displays and other presentations.**
- **Can use test results to make predictions to set up further comparative and fair tests.**
- **Can identify scientific evidence that has been used to support or refute ideas or arguments.**
- Can look for different causal relationships in data and identify evidence that refutes or supports ideas.
- Can identify anomalies in results.
- Can use results from relevant enquiries (including research) to write conclusions and explanations.
- Can identify when further comparative tests and observations might be needed.
- Can use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.

SUPPORTING YOUR CHILD

ENSURING CHILDREN DO THEIR BEST IN MEETING THEIR YEAR GROUP EXPECTATIONS, THEY NEED TO:

- Read for at least ten minutes every day, tell stories.
- Practice mathematical calculations in everyday life, telling the time, counting money, playing board games and figuring out fractions when sharing and puzzles.
- Be punctual and attend daily unless seriously ill. If learning is missed it cannot be caught up so cannot be met.
- Complete home learning projects, spellings and tasks.
- Ensure enough sleep, water and breakfast.

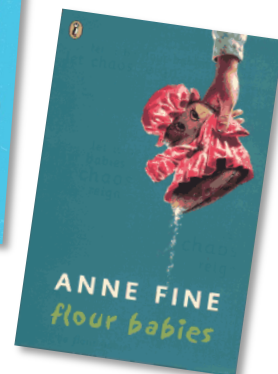
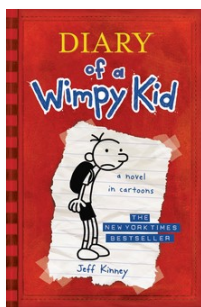
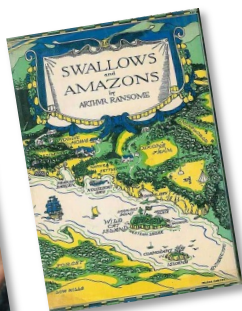
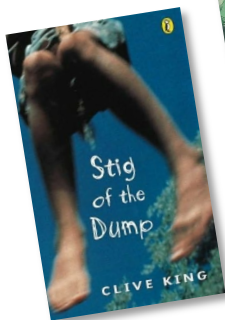
PLACES TO VISIT:

- Museum of Docklands - www.museumoflondon.org.uk/museum-london-docklands
- Museum of London - www.museumoflondon.org.uk
- The Science Museum - www.sciencemuseum.org.uk
- The Natural History Museum - www.nhm.ac.uk
- Tower of London - www.hrp.org.uk/tower-of-london
- Royal Museums Greenwich - www.rmg.co.uk
- V&A Museum of Childhood, Bethnal Green - www.vam.ac.uk/moc
- Art galleries, such as:
 - The National Gallery - www.nationalgallery.org.uk
 - National Portrait Gallery - www.npg.org.uk
 - The Tate Galleries - www.tate.org.uk

BOOKS TO READ WHILST IN YEAR 5:

- **Boy in the Tower** by Polly Ho-Yen
- **Heidi** by Johanna Spyri
- **The Butterfly Lion** by Michael Morpurgo
- **Charlotte's Webb** by EB White
- **Clockwork** by Phillip Pullman
- **Danny Champion of the World** by Roald Dahl

MORE SUGGESTED BOOKS TO READ



Five on a Treasure Island by Enid Blyton

The Diary of Wimpy Kid by Jeff Kinney

Krindlekrax by Philip Pullman

The Adventures of Tin Tin by Hergé

Wolves in the Walls by Dave McKean

The Story of Tracy Beaker by Jacqueline Wilson

Flour Babies by Anne Fine

A Monster Calls by Patrick Ness

Harry Potter and the Philosopher's Stone by J K Rowling

The Spiderwick Chronicles by Holly Black and Tony DiTerlizzi

The Arrival by Shaun Tan

The Invention Of Hugo Cabret by Brian Selznick

The Graveyard Book by Chris Riddell

Stig of the Dump by Clive King

Skellig by David Almond

Truckers: The First Book of Gnomes by Terry Pratchett

Wonder by R J Palacio

The Witches by Roald Dahl

Swallows and Amazons by Arthur Ransome

The Hobbit by J R Tolkien

The Borrowers by Mary Norton

Tom's Midnight Garden by Philippa Pearce

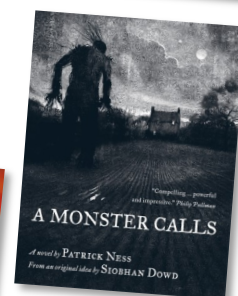
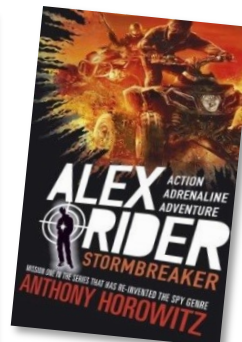
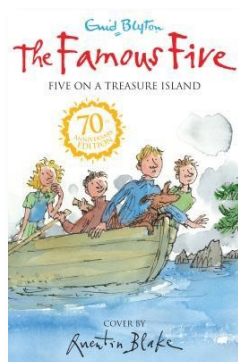
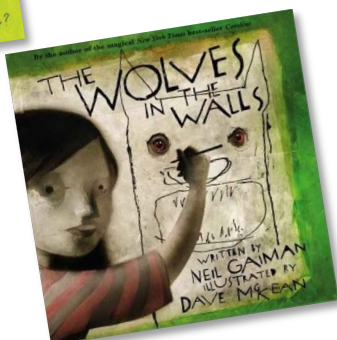
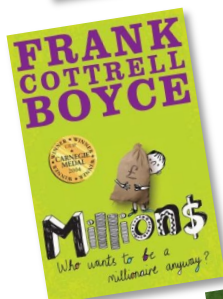
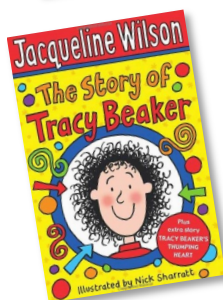
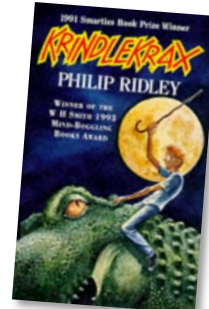
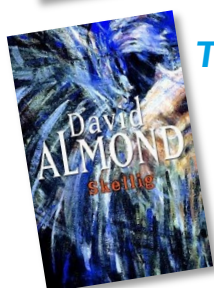
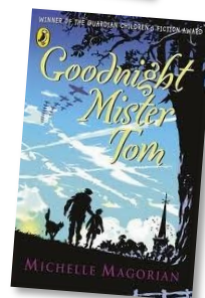
Millions by Frank Cottrell Boyce

Alex Rider Stormbreaker by Anthony Horowitz

Goodnight Mr Tom by Michelle Magorian

Holes by Louis Sachar

Private Peaceful by Michael Murgporgo








EXECUTIVE FUNCTIONS

At St Paul with St Luke School, we incorporate executive function skills into our approach to teaching and learning and recognise their benefits for aiding emotional regulation. Executive function is a set of mental skills that include working memory, flexible thinking, and self-control - some people refer to executive function as 'the management system of the brain'. We use these skills every day to learn, work, and manage daily life. Trouble with executive function can make it hard to focus, follow directions, and handle emotions, among other things.

Executive function is made up of three main elements:

- **working memory** (the ability to hold information and use it)
- **cognitive/mental flexibility** (the ability to switch gears and shift thinking in response to new rules or a change of situation)
- **inhibitory control** (the ability to control thoughts and impulses)

Executive functioning skill development by age

	 PLANNING	 TIME MANAGEMENT	 TASK INITIATION	 ORGANIZATION	 PROBLEM SOLVING	 FLEXIBILITY
INFANT (0-24 MONTHS)	<ul style="list-style-type: none"> • focusing for objects • pointing & grabbing 			<ul style="list-style-type: none"> • shows interest in color, size, shapes • beginning matching skills 	<ul style="list-style-type: none"> • engages in cause and effect play • figuring out 'how things work' through simple body movements and basic play skills 	<ul style="list-style-type: none"> • Older children in this age range play simple role play or imaginative play games
TODDLER (2-4 YEARS)	<ul style="list-style-type: none"> • understands simple instructions and can run simple errands 	<ul style="list-style-type: none"> • beginning understanding of time concepts including seasons, days, weeks, etc. • follows visual picture schedules to order tasks. • practices waiting. 	<ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 10 minutes 	<ul style="list-style-type: none"> • understands categories and patterns • can sort toys and objects by function, form, and class • cleans up toys and belongings with adult assistance 	<ul style="list-style-type: none"> • completes simple puzzles and games that combine language and movement to accomplish a goal. • decision making and turn-taking during play promote basic problem solving 	<ul style="list-style-type: none"> • Beginning skills to shift between activities. • Sometimes able to manage transitions and unexpected changes without upset.
EARLY LEARNER (5-12 YEARS)	<ul style="list-style-type: none"> • able to follow a planned out set of steps to meet an end goal. • plays fast moving games and games requiring strategy and planning ahead. 	<ul style="list-style-type: none"> • developing time estimation and a sense of how long tasks will take. • beginning skills to manage leisure time and required tasks. 	<ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 30-60 minutes 	<ul style="list-style-type: none"> • organize and sequence stories • can follow simple checklists • gathers materials for familiar routines, often with adult assistance and reminders 	<ul style="list-style-type: none"> • identifies and defines problems to many simple social and academic tasks; • emerging skills to brainstorm and break apart problems to identify solutions. 	<ul style="list-style-type: none"> • Participates in organized social activities like sports, clubs, and activities where unpredictable events occur. Often uses adult support to dynamically adjust.

These three core executive functions work together in different ways resulting in 11 high-order skills called *executive function skills*. Executive function refers to children’s use of memory, how they adapt to change, regulating their behaviour and planning next steps. Which are all essential in their development as they learn to problem solve, reason and plan.

Executive functioning skills, such as regulating behaviour, will also help children to deal with change and new experiences. Especially through transitions, which can be a key moment in children’s educational experience and considerably impact their wellbeing and attainment. By developing these different abilities and encouraging children to plan, focus and think about their behaviour, we are helping them to better understand the role they have in the learning process. If children cannot focus their attention, keep information in their mind and regulate their behaviour, they will find it very challenging to learn effectively and make the best progress possible.

 WORKING MEMORY	 EMOTIONAL CONTROL	 IMPULSE CONTROL	 ATTENTIONAL CONTROL	 SELF MONITORING
<ul style="list-style-type: none"> • plays hide-and-seek and simple recall games • participates and enjoys familiar rhymes and songs 			<ul style="list-style-type: none"> • plays simple games like peek-a-boo and pat-a-cake • imitation and copying behaviors emerge 	
<ul style="list-style-type: none"> • follows along to songs and fingerplays with many steps and movements. 	<ul style="list-style-type: none"> • labels own emotions and the emotions of others • may often have tantrums or upset when frustrated, tired, or overwhelmed requiring adult comfort to soothe. 	<ul style="list-style-type: none"> • plays active inhibition games like musical chairs, and freeze dance • learns to inhibit safety-related behaviors like touching a hot stove and street safety. 	<ul style="list-style-type: none"> • able to direct attention to objects and activities for longer periods of time. • Responds to adult cues and redirections back to 'pay attention' when needed. 	<ul style="list-style-type: none"> • talks about own feelings and connects simple behaviors with emotions. • plays along with other children, directing play and accepting play ideas.
<ul style="list-style-type: none"> • Independent with puzzles, logic games, and coordinated group activities. • able to collect information and apply it to new settings. 	<ul style="list-style-type: none"> • learns to control tantrums and frustrations without adult comfort. 	<ul style="list-style-type: none"> • follows safety rules and most social norms for behavior. • behavior maintains when teachers or adults are not around 	<ul style="list-style-type: none"> • able to save money for desired objects. • developing note taking, reminders, and planning tools to help sustain attentional control. 	<ul style="list-style-type: none"> • able to complete activities like journaling to reflect on own behavior. • checks own work for simple mistakes.

It is therefore vital that the importance of executive function is appreciated.

If you have any concerns about developmental challenges of your child, talk to the class team and SENDCO.

BEHAVIOURAL EXPECTATIONS AND UNDERSTANDING SELF REGULATION

Can include children being able to:

Hold Information in Mind



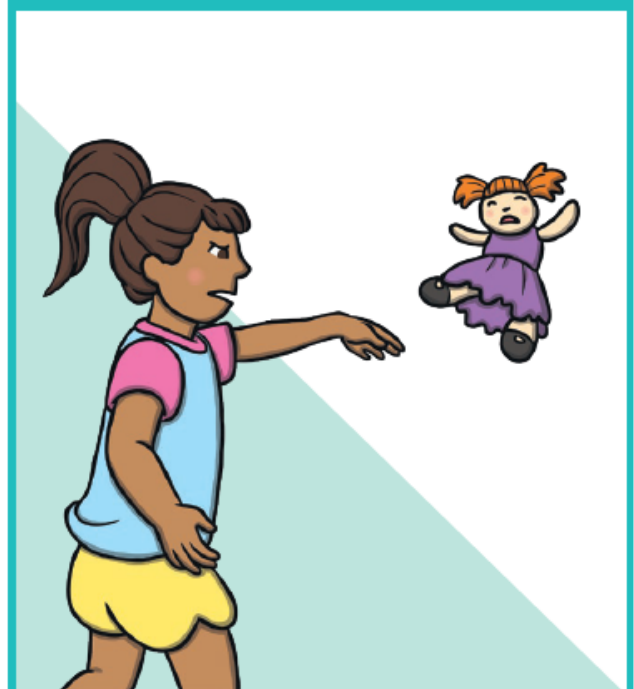
Focus Their Attention



Think Flexibly



Inhibit Impulsive Behaviour



EXECUTIVE FUNCTION SUPPORT AT HOME

Detailed here are games and activities that are great fun played as a family but also develop executive functioning skills.



Games that involve strategy are great for learning self-control, planning and flexibility:

- Jenga
- Chess
- Draughts
- Battleships
- Rummy



Games that require working to a time limit with develop time management and organisation skills:

- Don't Panic
- Pictionary



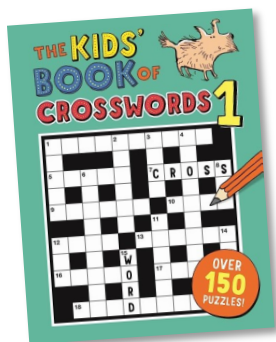
Any games that require you to hold information in your head are great for developing working memory:

- Card games such as Happy Families, Pairs, UNO.
- Crosswords
- Sudoku
- Songs and games such as 'I went to the shops and I bought...', 'Boom Chica Boom', '20 Questions'.
- Snap is great for developing a faster response to things.



Physical games that require coordination are also great fun:

- Football
- Tennis or Badminton
- Obstacle course
- Aerobics



WORKING MEMORY BOOSTERS

AT A GLANCE

- Working memory refers to how we hold on to and work with information stored in short-term memory.
- Kids use working memory to learn and follow directions.
- Working-memory boosters can be built into your child's daily life.
- Does your child have a hard time keeping one bit of information in mind while he's doing something else? For example, if he's helping make spaghetti and the phone rings, does he forget he needs to go back and keep stirring the sauce? If he often has trouble with such tasks, he might have working memory issues.
- Working memory refers to the manipulation of information that short-term memory stores. (In the past, the term "working memory" was used interchangeably with the term "short-term memory.") It's a skill kids use to learn. It's needed for tasks like following multi-step directions or solving a math problem in your head.
- You can help your child improve this executive function by building some working memory boosters into their daily life.

1. WORK ON VISUALISATION SKILLS

Encourage your child to create a picture in his mind of what he's just read or heard. For example, if you've told him to set the table for five people, ask him to come up with a mental picture of what the table should look like. Then have him draw that picture. As he gets better at visualising, he can describe the image to you instead of needing to draw it.

2. HAVE YOUR CHILD TEACH YOU

Being able to explain how to do something involves making sense of information and mentally filing it. If your child is learning a skill, like how to dribble a basketball, ask him to teach it to you. Teachers do something similar by pairing up students in class. This lets them start working with the information right away rather than waiting to be called on.

3. SUGGEST GAMES THAT USE VISUAL MEMORY

There are lots of matching games that can help your child work on visual memory. You can also do things like give your child a magazine page and ask him to circle all instances of the word the or the letter a in one minute. You can also turn license plates into a game. Take turns reciting the letters and numbers on a license plate and then saying them backwards, too.

4. PLAY CARDS

Simple card games like Crazy Eights, Uno, Go Fish and War can improve working memory in two ways. Your child has to keep the rules of the game in mind. But he also has to remember what cards he has and which ones other people have played.

WORKING MEMORY BOOSTERS

5. ENCOURAGE ACTIVE READING

There's a reason highlighters and sticky notes are so popular! Jotting down notes and underlining or highlighting text can help kids keep the information in mind long enough to answer questions about it. Talking out loud and asking questions about the reading material can also help with this. Active reading strategies can help with forming long-term memories too.

6. CHUNK INFORMATION INTO SMALLER BITES

Ever wonder why phone numbers and social security numbers have hyphens in them? Because it's easier to remember a few small groups of numbers than it is to remember one long string of numbers. Keep this in mind when you need to give your child multi-step directions. Write them down or give them one at a time. You can also use graphic organizers to help break writing assignments into smaller pieces.

7. MAKE IT MULTISENSORY

Processing information in as many ways as possible can help with working memory and long-term memory. Write tasks down so your child can look at them. Say them out loud so your child can hear them. Toss a ball back and forth while you discuss the tasks your child needs to complete. Using multisensory strategies can help your child keep information in mind long enough to use it.

8. HELP MAKE CONNECTIONS

Help your child form associations that connect the different details he's trying to remember. Grab your child's interest with fun mnemonics like Roy G. Biv. (Thinking about this name can help kids remember the order of the colours in the rainbow.) Finding ways to connect information helps with forming and retrieving long-term memory. It also helps with working memory, which is what we use to hold and compare new and old memories.

Memory-boosting tricks and games are just some of the ways to help your child with executive functioning issues. If your child continues to have significant difficulties with working memory, it might be a good idea to get an evaluation for possible attention issues. You may also want to explore tips from experts on topics like getting organized and managing attention.

KEY TAKEAWAYS

- Teaching your child ways to visualize thoughts can help improve his working memory.
- Card games and other fun activities can help build working memory.
- Finding ways to connect information can help your child with long-term memory as well as working memory.

WELL-BEING TOP-TIPS

Loving each other is at the core of our Mission, Vision and Values and at St Paul with St Luke School we recognise the vital need to prioritise the well-being of our pupils in order for them to be able to flourish personally, academically, socially, physically, emotionally and mentally.

Detailed on these pages are some top-tips to support pupils at home with their well-being.

1 Think of a way you can be active every day this month.

2 Find a quiet spot and read a book.

3 Help someone.

4 Visit a museum with a trusted adult.

5 Give a loved one a hug.

6 Take a quiet moment to sit outside. Look around and name each thing you can see.

7 Take five minutes to just sit still and breathe.

8 Think of four things that make you feel happy. Focus on how this feels.

9 Do something that makes you laugh.

10 Get up early to enjoy the sunrise.

11 Cook a delicious meal for your family.

12 Go on a mindful walk. Really notice what you see and hear.

WELL-BEING TOP-TIPS

13

Breathe in slowly and deeply. As you breathe out, list something that is special about you. Repeat this.

14

Reflect on something you are really proud of.

15

Listen to some music that makes you feel good.

16

Have a screen-free day.

17

Watch one of your favourite films or a brand new one!

18

Look up at the sky. Take time to really focus on what it is like.

19

Go to the park and play on your favourite equipment.

20

Find a leaf. Slowly trace your finger around the edge and notice how this feels.

21

If possible, lie on your back on some grass. Notice how your body feels.

22

Keep a sleep diary over the course of a week to check if you're getting enough sleep each night.

23

Focus on the sounds you can hear around you. List what they are and describe them in your mind.

24

Visit the park.

25

Go for a walk with a friend or family member. Explore somewhere you haven't been before.



CHILD PROTECTION AND SAFEGUARDING

Safeguarding is a duty of care that all staff have for all the children in school.

As part of our statutory duties, we are bound by the guidance of and in line with *Keeping Children Safe in Education* and have a duty to prevent radicalisation and other local and national arrangements. As such staff are tasked to notice any changes in children and report any child reported incidents to a Designated Safeguarding Lead (DSL).

All staff, volunteers and parents/caregivers play an active role in making sure children are protected from harm. Persistent or prolonged or patterned absence may be seen as a safeguarding issue.

Our Child Protection Policy can be found on our website:

www.spsl.towerhamlets.sch.uk/policies

DESIGNATED SAFEGUARDING STAFF

**Designated
Safeguarding Lead:**
Lauren Sharpe

**Deputy Designated
Safeguarding Leads:**
Mark Ali
Daniel French

SENDCo:
Dan French

WHAT SHOULD YOU DO IF YOU ARE CONCERNED ABOUT A CHILD?

If you have any concerns about the welfare or safety of a child you can share them with a member of the designated safeguarding staff team or report directly to:

Tower Hamlets Multi-Agency Safeguarding Hub (MASH)

(During the office hours of 9am-5pm)

Tel: 020 7364 5006 option 3

Extensions: 5606/5601/5358/7796

Email: mash@towerhamlets.gov.uk

Emergency Duty Team (EDT) –

Out of hours service

(After 5pm and at weekends)

Tel: 020 7364 4079

**If a child is in immediate danger,
please call the police on 999.**

If you need support,
contact the Early Help Hub on
020 7364 5006
(Option 2).



ATTENDANCE AND PUNCTUALITY

HIGH ATTENDANCE IS ESSENTIAL FOR A CHILD TO REACH THEIR FULL POTENTIAL

It is very important that your child arrives at school on time and ready to learn - the doors open at **8:30am** in order for pupils to get a settled start to their learning.

In order to maintain safety for all pupils, the side gates are locked during the day. Please use the main gate after this time.

If, for any reason, your child is late/absent, a message or letter must be given to the school office **before 9:00 am** explaining the reason for the absence/lateness. If a child has not arrived by the end of registration, the school office will call home to enquire the reason for the absence.

Children should be collected at on time.

If your normal collection arrangements fail, please telephone before the end of school to let us know.

*It is vital that you keep us informed
of any changes of address or telephone numbers.*

OTHER WAYS YOU CAN HELP YOUR CHILD SUCCEED

There are lots of ways parents and caregivers can help children at home, but making sure they regularly complete their homework and hand it in on time is essential.

It would also help if you could:

- Ensure your child has a calm quiet working space.
- Talk with your child about what they are learning and the homework they have been set.
- Visit the library regularly.

Ideally parents/caregivers should read with or listen to their children daily to help them to develop fluency, confidence and a love for reading.

We ask parents/caregivers in Foundation Stage and Key Stage One to sign and record comments in their child's Reading Diary to show that they have heard their child read and to maintain a dialogue between home and school of how well their child is reading.

If parents/caregivers have any questions about homework or their child's learning they should, in the first instance, contact their child's class teacher.

ONLINE RESOURCES

The following resources are used to support your child's learning at home.

- **Reading:** Bug Club online at www.activelearnprimary.co.uk
- **Times Tables:** Times Table Rock Stars www.ttrockstars.com
- **Google Classroom**

All children have been given log in details for these online resources.

For further assistance, please speak with the class teacher.







Leopold Street, London E3 4LA
020 7987 4624 | admin@spsl.towerhamlets.sch.uk | www.spsl.towerhamlets.sch.uk
www.spsl.towerhamlets.sch.uk

 St Paul with St Luke CE Primary School

 @stpaulstluke