Oakthorpe Primary School

Year 5 Booklet 2023—2024

This booklet provides a brief overview of the Year 5 curriculum as well as key information for reference during the year.

Contents

Welcome to Year 5

In Year 5 at Oakthorpe your child will be taught the National Curriculum which includes English, mathematics, science, design and technology, geography, history, computing, PE, a modern foreign language (Spanish), art, RE and music. They will also be taught PSHE (Personal, Social, Health education) which includes values, healthy eating, keeping safe, online safety and relationships education.

Location & Contact Details

Oakthorpe Primary School

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Web: www.oakthorpe.enfield.sch.uk

Year 5 Staff

Class	Class teacher	Teaching Assistant	Other Staff
5HR	Mrs Houlston and Ms Rowbury	Ms Akhtar	Miss Treger Mrs Iacovides
5S	Mrs Simmonds		
5M	Mrs McCarthy		

Other staff that may work with or support your child this year: Mrs Leventis (Phase Leader), Mrs Sefer (SENCo), Mrs Hamza (Welfare Officer) and Mrs Demetrious (Learning Mentor), Mr Kiani and Miss Vainella (PE team). Our welfare officer is Mrs Hamza.

At Oakthorpe children are often taught in small groups to provide appropriate challenge and support with their learning. These groups change regularly to meet individual needs and children are taught by a range of adults, including specialist teachers and trainee teachers.

Our Vision

At Oakthorpe we always strive to be a centre of excellence. We are at the heart of the community, preparing children for their future lives as successful learners, confident individuals and responsible citizens. We maintain a positive, celebratory and inclusive ethos; sustain trusting and supportive teams and relationships; and uphold our high standards and expectations, while not being afraid to take risks and be innovative and creative. Ensuring that we give all children the opportunity to succeed and enjoy learning is our overriding priority.

Our Values

We have 22 school values and focus on one of these each month over two years. We also promote British values in order to prepare all children to be responsible and respectful members of the community.

Our Core Values are

Excellence * Confidence * Respect * Responsibility * Creativity

Equal Opportunities

Oakthorpe is an inclusive school. We are committed to ensuring equal opportunities for all, regardless of class, disability, ethnic origin, gender, sexuality, family make-up, belief (religious or non-religious), or any other individual special need.

We are proud to be responsible for the education of all the children in our school. We value diversity and treat seriously any incident of a discriminatory nature.

Behaviour and our Golden Rules

Staff encourage the children to behave well. We believe it is important to foster a positive attitude and to appreciate and reward good behaviour. Our golden rules help the children to behave in a responsible and polite manner.

Our Golden Rules

- Be safe
- Be honest
- Be respectful
- Be kind and gentle
- Be the best you can be

...and be responsible for your actions.

Safeguarding

We recognise the importance of our role in safeguarding children – to provide a caring, positive, safe and stimulating environment for all our children. Senior teachers are designated teachers for child protection and they are available should you need to discuss any concerns. We are required by law to discuss with Social Services any concerns that may arise. We believe our role is a supportive one, ensuring children and families receive the help they require and that children are safe, happy and are able to achieve their full potential. Obviously we handle these rare occurrences with sensitivity with our main concern being to protect children's welfare.

For further information, please see our Child Protection Policy on the website.

Year 5 Maths Overview

Literacy overview

Y5	**FICTION** **-Significant Author – Modern Fiction** *Boy at the Back of the Class by Onjali Q. Raúf* **POETRY** **-Limericks** *BOOK WEEK*	**NON-FICTION** **-Information Leaflets** *(linked to Science - Earth and Space)* **FICTION** **-Significant Author - Modern Fiction** *Wonderstruck by Brian Selznick* **POETRY** ***Classic Poetry -** *Macavity by TS Eliot and Arthur Robins*	**FICTION** **-Traditional Stories** *Twisted Fairy Tales* *Snow White in New York/ The true story of the 3 Little Pigs* **- Our Literary Heritage** *A Midsummer Night's Dream by William Shakespeare*	**NON-FICTION** **-Persuasive Writing (Letters of Complaint)** *(Linked to Science - Environment)* **FICTION** **-Dramatic Conventions** *El Caminante (BFI)* **FICTION** **-Film Unit** *The Piano*	**NON-FICTION** **-Instructions** *Linked to DT - Bread* **FICTION** **-Stories from Other Cultures** *The Day of Ahmed's Secret* *Mufaro's Beautiful Daughters*	**NON-FICTION** **-Non-Chronological Reports** *(Linked to Humanities – Vikings)* **FICTION** *Viking boy* **POETRY** **-Narrative Poetry –** *The Highwayman by Alfred Noyes*

KS2 Instant Recall Maths Facts

By the end of their time in Year 5 children should know the following facts. The aim is for them to recall these facts **instantly**. They should be able to answer these questions in any order, including missing number questions.

Year 3	Year 4	Year 5	Year 6	Year 6 +
To count to 1000 To count forward and back in 50s and 100s To know multiplication and division facts for 3 x table	Count to 10,000 in 1,000s and 100s. Number bonds to 1,000 in multiples of 10 and 100.	Know all decimals that total 1 or 10 (1 decimal place)	Know all previous number bonds including decimals	Know the two place decimal complements of 1
To know multiplication and division facts for 4x table To know multiplication and division facts for 8x table	Count forwards and backwards in 25s. Know all 2-digit pairs that total 1000. Know all pairs of multiples of 50 with a total of 1000.	Count forwards and backwards in 10s, 100s, 1,000s, 10,000s and 100,000s to 1 million.	Recall all cube numbers to 12 cubed. Know all common factors and common multiples	Know the square roots of square numbers to 15 x 15
To know multiplication and division Facts for 6 x	Know multiplication and division facts for 7x and 9x tables	Know all pairs of factors of numbers up to 100.	Know halves and doubles of all 2 digit decimals	Know and recall all prime numbers within 100.
Know doubles and halves of: All whole numbers to 20 All multiples of 10 to 500 All multiples of 100 to 5000.	Know multiplication and division facts for 11x and 12x tables	Recall all prime numbers up to 50 and square numbers to 12 squared.	Use all multiplication and division facts for the times tables up to 12x12 to derive x and division of decimal numbers	Use place value and all multiplication and division facts for the times tables up to 12x12, to derive x and ÷ of small multiples of 10 and 100 (e.g. 30 x 900; 8100 ÷ 9)
Know all addition and subtraction facts for: Multiples of 100 to 1000 Multiples of 5 with a total of 100 Number pairs that total 100.	To consolidate times tables facts and all division facts for 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12	Know all decimal numbers to 1 or 10 (2 decimal places).	Know the tests for divisibility for all times tables.	Know the decimal and percentage equivalents of the fractions ½, ¼, ¾, ⅕, ⅖, tenths and fifths
To recall times tables and related facts 2,3,4,5,6,8,10	Know doubles and halves of: All whole numbers to 50, All multiples of 5 to 1000, All multiples of 50 to 5000.	Know doubles and halves of: All whole numbers to 100, All multiples of 10 to 1000 All multiples of 100 to 10,000.	Know doubles and halves of all multiples of 10 to 10,000.	Know the doubles and halves of all multiples of 10,00 to 100,000

I can recall square numbers up to 12^2 and their square roots.	
$1^2 = 1 \times 1 = 1$ $2^2 = 2 \times 2 = 4$ $3^2 = 3 \times 3 = 9$ $4^2 = 4 \times 4 = 16$ $5^2 = 5 \times 5 = 25$ $6^2 = 6 \times 6 = 36$ $7^2 = 7 \times 7 = 49$ $8^2 = 8 \times 8 = 64$ $9^2 = 9 \times 9 = 81$ $10^2 = 10 \times 10 = 100$ $11^2 = 11 \times 11 = 121$ $12^2 = 12 \times 12 = 144$	$\sqrt{1} = 1$ $\sqrt{4} = 2$ $\sqrt{9} = 3$ $\sqrt{16} = 4$ $\sqrt{25} = 5$ $\sqrt{36} = 6$ $\sqrt{49} = 7$ $\sqrt{64} = 8$ $\sqrt{81} = 9$ $\sqrt{100} = 10$ $\sqrt{121} = 11$ $\sqrt{144} = 12$

I can find factor pairs of a number.	
Children should now know all multiplication and division facts up to 12 × 12. When given a number in one of these times tables, they should be able to state a factor pair which multiply to make this number. Here are some examples	$24 = 4 \times 6$ $24 = 8 \times 3$ $56 = 7 \times 8$ $54 = 9 \times 6$ $42 = 6 \times 7$ $25 = 5 \times 5$ $84 = 7 \times 12$ $15 = 5 \times 3$

I know decimal number bonds to 1 and 10.	
Some examples: 0.6 + 0.4 = 1 0.4 + 0.6 = 1 1 – 0.4 = 0.6 1– 0.6 = 0.4 0.75 + 0.25 = 1 0.25 + 0.75 = 1 1 – 0.25 = 0.75 1 – 0.75 = 0.25	3.7 + 6.3 = 10 6.3 + 3.7 = 10 10 – 6.3 = 3.7 10 – 3.7 = 6.3 4.8 + 5.2 = 10 5.2 + 4.8 = 10 10 – 5.2 = 4.8 10 – 4.8 = 5.2

I can identify prime numbers up to 20.

A prime number is a number with no factors other than itself and one.

The following numbers are prime numbers:

2, 3, 5,7,11,13,17,19

A composite number is divisible by a number other than one or itself.

The following numbers are composite numbers:

4.6.8.9.10.12.14.16.18.20

Children should be able to explain how they know that a number is composite.

E.g. 15 is composite because it is a multiple of 3 and 5.

I can recall metric conversions.

1 kilogram = 1000 grams

1 kilometre – 1000 metres

1 metre – 100 centimetres

1 centimetre = 10 millimetres

1 litre = 1000 millimetres

They should also be able to apply these facts to answer questions.

E.g. How many metres in 1 ½ km?

Key Vocabulary

What do I **add** to 0.8 to make 1?
What is 1 **take away** 0.06?
What is 1.3 **less than** 10?
How many more than 9.8 is 10?
What is the **difference** between 0.92 and 10?
What is 12 **multiplied by** 6? What is 8 **squared**?
What is 7 **multiplied by itself**?
What is the **square root** of 144? Can you find a **factor** of 28?
Find two numbers whose **product** is 20.
I know that 6 is a factor of 72 because 6 multiplied by 12 equals 72.
Is 81 a **square number**?
What is 7 **times** 8?
What is 84 **divided by** 7?
Prime number
Composite number
Factor
multiple

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these facts while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

Level Tests

The following table has a brief summary of the content of our 'levels' tests (a progressive series of tests that cover a wide range of maths ideas). They provide lots of opportunities to practice the quick and accurate recall of key mathematical facts, while working within a set time limit. Levels can contain questions from any of the previous levels.

Level		Level	
1 (10 mins)	Repeated addition (the 2 times table.) e.g. 2+2+2, ___,___,10, ___	2 (10 mins)	All questions related to the 2 times table with the 'x' symbol introduced
3 (10 mins)	Questions related to the 2 times table, with greater vocabulary e.g. 'twice', 'double', 'multiplied', 'half', '½' , divide by 2, how many 2s in . . ., Number bonds to 20 (e.g. 20 - 6=___)	4 (10 mins)	Similar questions to Level 3
5 (10 mins)	Questions related to the 2, 3 & 10 times tables. The '÷' symbol introduced.	6 (8 mins)	Questions related to the 2, 3, 4, 5 & 10 times tables. Simple word problems introduced. E.g. Jack has 4 toys. Jill has 4 times as many. How many toys does Jill have?
7 (8 mins)	As level 6 with additional vocabulary e.g. subtract, add, less than, quarter, multiply odd and even numbers negative numbers included in sequences (e.g. 3, __ , 1, 0, __ , __ , __) 1000= 400+___ 583 = 500 +___+3	8 (7 mins)	Questions related to the 2, 3, 4, 5 & 10 times tables. Multiplying by '0' Using the work product (e.g. the product of 2 and 3 is 6 (2 x 3)) Using the word 'multiple'
9 (7 mins)	Questions related to the 2, 3, 4, 5, 6, 8 & 10 times tables. Recalling related division facts 4 x 7 = 28, 7 x 4 = 28, 28 ÷ 4 = 7, 28 ÷ 7 = 4	10 (7 mins)	Questions related to the 2, 3, 4, 5, 6, 7, 8, 9 & 10 times tables. Recalling related division facts e.g. 4 x 7 = 28, 7 x 4 = 28, 28 ÷ 4 = 7, 28 ÷ 7 = 4

11 (6 mins)	All times tables Ordering numbers (including decimals) Equal fractions/decimals (e.g. $^{4}/_{10}$ = 0.4) Missing symbols (e.g. 7 __ 9 = 63) Multiplying dividing by 10 Place value – what is the value of the 6 in 3689? Subtracting 1 from a large number (e.g. 10,000 – 1) Comparing fractions (Is $^{1}/_{3}$ small than ¼) Recognising square numbers	12 (6 mins)	e.g. Find a number halfway between 2400 and 2300 Find a fraction of an amount of money (e.g. $^{1}/_{10}$ of £3.00) Shading a fraction of a shape.
13 (6 mins)	Revision of previous levels, including questions with brackets. e.g. (4+5) x 6 =	14 (6 mins)	Revision of previous levels, using larger numbers (up to 99,999) Multiplying/dividing by 10, 100 or 1000 Finding factors of numbers
15 (5 mins)	Revision of previous levels with slightly less time!	16 (5 mins)	Revision of previous levels Introduction of mixed numbers and their decimal equivalent (e.g. 3.8 = 3 $^{4}/_{5}$) Working with larger numbers (up to 999,999)
17 (5 mins)	Revision of previous levels Percentages of numbers (e.g. 10% of 70) Calculations using decimals (e.g. 0.25 x 16)	18 (5 mins)	Revision of previous levels Prime numbers Multi part questions (e.g. 2/3 of (6 x 5)) Numbers up to 10,000,000 Cubed numbers (e.g. 3^3 = 3x3x3 = 27)
19 (5 mins)	Revision of previous levels	20 (5 mins)	Revision of previous levels

Next comes . . . the ‘Superstar’ levels (10 minutes) When anyone completes the tests up to Level 20, they move onto the ‘Superstar’ levels. These are similar, but have more questions, all of which are multi-part. E.g. ((7/8 of 72) + 13) x 10. There are 5 superstar levels, each containing about 50 questions.
Followed by . . . the ‘Advanced’ Superstar levels (10 minutes) These are similar, but have more sophisticated questions, all of which are multi-part. E.g. ((7/8 of 72) + 13) x 10.
Finally, there is . . . ‘The Percentage Award’ (10 minutes) 100 questions to be completed in 10 minutes. It’s tough!

Literacy: Some useful terminology

Alliteration – when a series of words have the same opening sound eg:
Colin's cat clawed his couch, creating chaos.

Simile – the comparison of one thing with another thing as a description eg:
It was cold outside, but I felt as warm as toast.

Metaphor – identifies one thing as being the same as another unrelated thing eg:
Her long hair was a flowing, golden river.

Clause – the smallest part of a sentence that makes sense on its own eg:
She was born in Spain but ***her mother was Polish.*** 2 clauses and a conjunction!

Conjunction – words used to link phrases or clauses eg: when, while

Preposition – appears with a noun to show its relationship with another word eg:
before, on, under, after, during, from (the man *on* the platform)

Apostrophe – for contractions (didn't, he'll, it's) and for possession (the woman's hat)

Speech marks – to identify direct speech: "That's it," I shouted. "I'm going home."

Pronoun – a word used as a replacement for a noun or noun phrase eg:
he, her, this, I, you, who, this, where, what, it

Possessive pronoun – a pronoun indicating possession mine eg:
yours, hers, his, theirs

Tenses – children often confuse past, present and future! eg:
Past – I went Present – I am going Past – I will go

Word stem – The part of the word that is common to all its different variations eg: happy
Prefix – Added to the beginning of a word stem to change the meaning eg: *un*happy
Suffix – Added to the end of the word stem to add meaning eg: happi*est*

Reading

Reading is obviously a crucial part of a child's development and we ask that they spend some time reading at home every day (preferably with an adult).

The children are expected to compete their reading journal regularly.

Some questions you might ask when reading with your child:

- Where and when did the story take place?

- Who are the characters in the book?
- What impression does the writer give of _____’s character? What makes you feel this?
- How do you think the character felt?
- Have you ever had a similar experience? How did you feel?
- If you were in _____’s shoes what would you do now?
- Through whose eyes is the story told?
- Can you predict what might happen next? What makes you think this?
- How does a question at the beginning of the passage make you want to read on?
- How has the author used language to make the situation or event angry/tense?
- Why has the author used repetition? What effect does it have?
- Why have exclamation marks/italics/capitals been used? How does this affect the way you read it? What effect does this create?
- Would you recommend this book to someone? If so why?
- What might the sequel to this book be about?

Some recommended books for children in Year 5

Diary of a Wimpy kid	Jeff Kinney
The Strangeworlds Travel Agency	L.D. Lapinski
The Train to impossible places	P.G. Bell
The girls who stole an elephant	Nizrana Farook
The wizards of once	Cressida Cowell
Dragon mountain	Katie and Kevin Tsang
Goblins	Philip Reeve
Holes	Louis Sachar
Silverfin	Charlie Higson (Young Bond series)
Hacker	Malorie Blackman
Percy Jackson and the Lightning Thief	Rick Riordan
Clockwork	Phillip Pullman
Suitcase Kid	Jacqueline Wilson
The Ghost of Thomas Kempe	Penelope Lively
Heard it in the Playground	Allan Ahlberg
The Unbelievable Top Secret Diary of a Pig	Emer Stamp
Cool	Michael Morpurgo

Even if your child is an independent reader, they will continue to benefit from sharing books with you. Please find the time to read to each other and talk about books!

Writing

Handwriting and Presentation

- Choose which shape of a letter to use when given choices and decide whether or not to join specific letters
- choose the writing implement that is best suited for a task

Composition

- Plan their writing by:

i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
ii. noting and developing initial ideas, drawing on reading and research where necessary

- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

- Draft and write by:

i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
iii. précising longer passages
iv. using a wide range of devices to build cohesion within and across paragraphs
v. using further organisational and presentational devices to structure text and to guide the reader

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- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, grammar & punctuation

- develop their understanding of the concepts set out in Appendix 2 by:

i. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
ii. using passive verbs to affect the presentation of information in a sentence
iii. using the perfect form of verbs to mark relationships of time and cause
iv. using expanded noun phrases to convey complicated information concisely
v. using modal verbs or adverbs to indicate degrees of possibility
vi. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
vii. learning the grammar for years 5 and 6 in Appendix 2

- indicate grammatical and other features by:

i. using commas to clarify meaning or avoid ambiguity in writing
ii. using hyphens to avoid ambiguity
iii. using brackets, dashes or commas to indicate parenthesis
iv. using semicolons, colons or dashes to mark boundaries between independent clauses
v. using a colon to introduce a list
vi. punctuating bullet points consistently

- use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

Appendix 2

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*]
Sentence	**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Please note, while these are age related expectations, not all children will be progressing at the same pace and children may follow the programme or objectives of a different year group depending on their needs and ability.

Reminders

Attendance

It is important that children are punctual for school and attend regularly. **The minimum level of attendance expected for any child at Oakthorpe Primary School is 95%.** However, we aim to achieve better than this because we know that good attendance is essential for successful education.

It is essential for us to be informed of any form of absence including illness, hospital appointments etc. This should be done by telephone on the first day of absence.

Requesting authorised absence

At Oakthorpe we aim for zero unauthorised absence and always expect explanation for absences. Parents must request permission from the Headteacher for absences for reasons other than illness. This is done by completing a form available from the school office or our website. The Department for Education regulations state that 'headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.' Holidays, visiting relatives and family events are not considered to be exceptional.

Punctuality

Please help your child to be punctual. If they are late, it is harder for them to settle for the day and they miss important learning time.

Home time. Parents with children in upper KS2 who would like their children to walk home unaccompanied should write a letter to their child's class teacher confirming this. Please notify the school office or your child's class teacher if anyone other than yourself or an authorised collector is collecting your child at the end of the school day. Please always collect your child on time as collecting late causes distress to your child and prevents staff from carrying out other duties. In an emergency if you are going to be late please telephone the school office to give an estimated time of arrival and the name of the person collecting the child. The child will wait at the school office.

Personal belongings

Children should <u>not</u> bring in any personal belongings or toys as doing so may result in accidental damage, breakage or loss. We encourage children to take responsibility

for their belongings including jumpers, cardigans, book bags etc. and ask that parents support us in doing this by ensuring their child's name and class are on all items.

Packed lunches

Food should be brought into school in a clearly labelled packed lunch box. We are a NUT FREE school. Please avoid sending in nuts or snacks containing nuts as some children have a nut allergy which can be extremely dangerous. We encourage children to eat healthily so please include fruit and vegetables and crisps are on Fridays only. Chocolate bars, Sweets and chewing gum are not allowed in school.

Healthy School

Oakthorpe is a healthy school. Our school meals are very healthy and we now have a policy for healthy packed lunches and after school snacks. Remember:

- To include fruit or vegetables every day.
- Chocolate and sweets are not allowed. One small biscuit/cake item is permitted
- Crisps are only to be eaten on Friday.

School dinners

Healthy, tasty meals are cooked in our kitchen. All meals served at Oakthorpe are halal and beef and pork are not served in school. Children are entitled to a free school meal every day. Although all children are now eligible for free school meals, it is really important that you still complete a registration form for free schools meals. This is because the school receives additional funding for pupils who would otherwise qualify for free meals. The office will continue to send out forms to you which we ask you to complete. This also helps us apply for additional support such as free uniform, food vouchers and free holiday club places.

Homework

Homework is an important part of school life. It is an opportunity for children to practise and consolidate work that they have been doing during the week. We really appreciate your support in helping your child to continue learning at home. It will give you an idea of what they have been learning at school. Please discuss this work with your child and help them complete it to the best of THEIR ability. There are many ways in which you could extend the homework theme if you would like to do

additional work with your child. Homework always needs to be completed using a pencil.

Homework – Maths and literacy homework will usually be set on alternate weeks, and must be submitted by Tuesday morning at the latest.

In addition to the above, reading every day is essential for all children, they should also be filling in their reading journal at least 3 times a week. Children should also be practising their times tables regularly.

Google classroom

Google classroom will be used to set homework. Each child has their own login and password.

Uniform

We encourage children to take pride in their personal appearance and have regard for standards of personal hygiene.

- Full school uniform must be worn daily
- Black sensible shoes (NOT trainers, high heeled shoes, boots or sandals) should be worn to school. In Winter children should only wear shoes that come to ankle height. If children wear wellington boots to school, they should bring a change of shoes.
- Jewellery should not be worn. If absolutely necessary studs will be permitted
- Children's hair should be neat and not restrict vision. Coloured hair bands and hijabs should be restricted to dark colours
- Nail varnish is not permitted

All children are expected to wear PE kit for their health and safety. Games lessons are taught outside wherever possible in all seasons. In view of this please ensure that children wear their PE kit to school on their PE day (Wednesday). They will need:

- Black trainers
- House colour t-shirt and black shorts
- Tracksuits or a warm jumper are essential in the winter during a games lesson

PE kits should only include plain black shorts, tracksuit bottoms or leggings and PE sweatshirts. PE clothes should not have large logos or patterns. Football tops are

not allowed at any time.

Please see our school website for a list of uniform items:

oakthorpe.enfield.sch.uk.

Clubs

Breakfast Club

The school runs a breakfast club from 7.45am daily. Breakfast club is lead by Oakthorpe staff. If children arrive before 8am the cost of the club is £3.00. After 8am the cost £2.50 which includes food. Places must be booked and paid for on parent pay.

Squirrels After School Club

Squirrels after school club runs daily. Squirrels is lead by Oakthorpe staff. Parents must ensure that sessions are booked online on ParentPay by 9am. Children who have not got a place booked by this time will not be able to attend Squirrels. This allows us to arrange appropriate staffing.

Extracurricular Clubs

A range of extracurricular clubs are available. Parents will receive email notifications at the start of term. Parent are advised to book clubs places on ParentPay quickly; places are limited and allocated on a first come first served basis. Clubs lead by external providers will need to be booked via their websites.