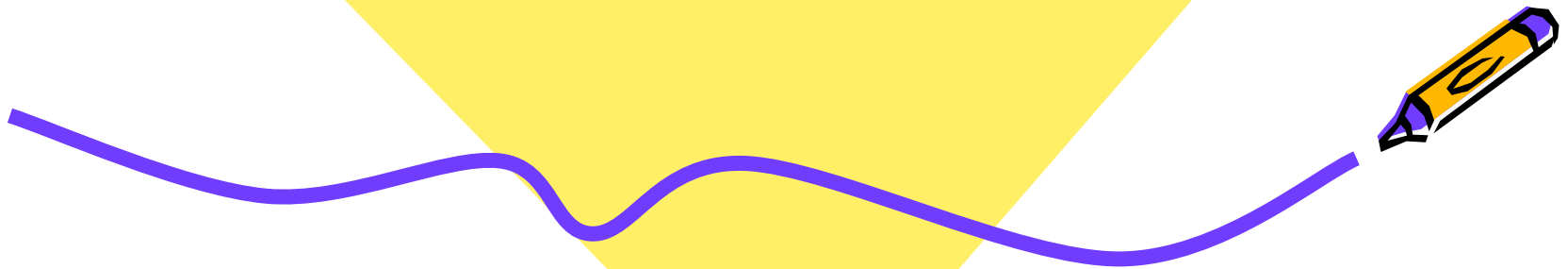


# Year 5 and 6 Information Session

Wednesday 18<sup>th</sup> September 2024



# Welcome to Y5/6

The Year 5/6 teaching team consists of:

**Red Kites:** Mrs Holland

**Buzzards:** Mrs Simpson

**Kestrels:** Mr O'Dowd

The children will be supported by Mrs Hearn, Mrs Sprack, Mrs Alexander, Mrs Armstrong and Miss Whitwham who are all LSAs working in Y5/6.

On a Thursday afternoon the children will be taught by our PPA cover teachers: Mrs Hearn, Mrs Redford and Mrs Morgan.



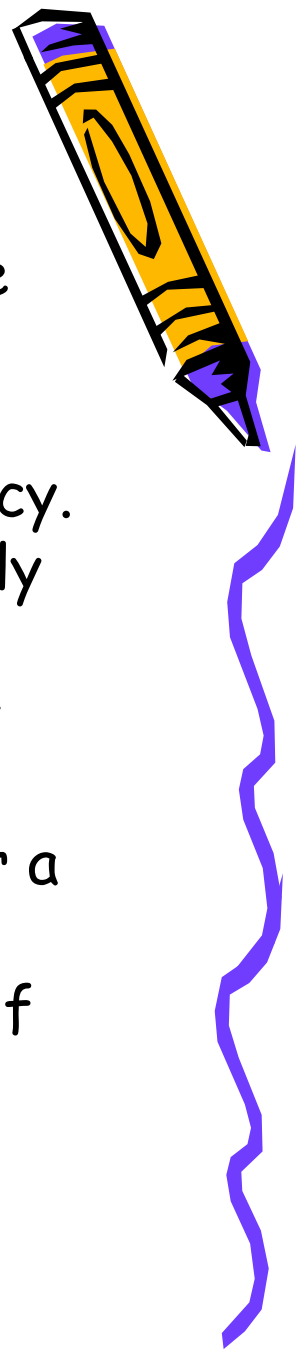
# Reading

Reading is still just as important in Upper Key Stage Two as it was in Year R.

Children still benefit from being read to and being heard reading. They need to build stamina and fluency. Reading should still be an essential part of their daily routine.

Reading before bed allows for a calm end to the day and is good for children's emotional health, allowing them to feel relaxed. Children should be reading for a minimum of 10 minutes every day.

If your child is a reluctant reader, take it in turns of reading pages/ sections.



By the end of Key Stage Two, children need to be able to read and answer 38 questions linked to 3 texts in the space of one hour.

This is a magazine interview about the bats that live under the Congress Avenue Bridge in the USA.

# Bats Under the Bridge

By day, the Congress Avenue Bridge in the city of Austin could hardly look more normal: a grey, dreary city-centre road bridge. By night, it plays host to one of the most amazing shows nature has to offer. The underside of the bridge is home to more than a million bats, and every evening in summer they all come swarming out at once, rising up into the city sky like a tornado before spreading out in all directions like plumes of smoke. Standing on the bridge, you might even feel the wind from their wings as they pass by.

Austin is the capital city of the state of Texas in the USA, but it is also the bat capital of North America. The bats under the bridge attract thousands of visitors every year, and every August bat lovers celebrate Bat Fest on the bridge in their honour.

**We interviewed Harriet Lopez, a bat expert, to find out more.**



**Q This ordinary bridge is popular with bats. What makes it such a hotspot?**

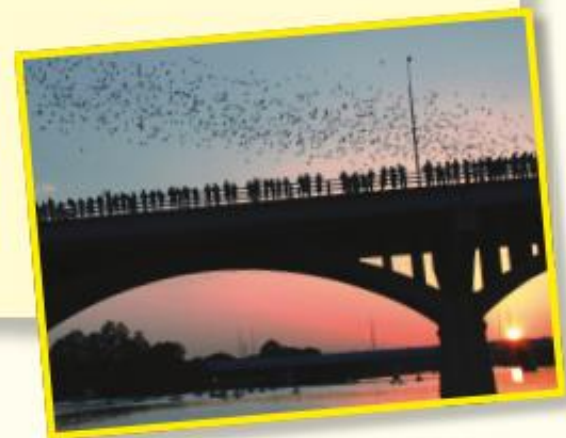
**A** It's actually very appropriate that you call it a 'hotspot'. The gaps underneath the bridge are a perfect place for mother bats to raise their young. Baby bats are born hairless and have only a few months to develop before travelling south in autumn. They need somewhere warm and safe and the gaps under the bridge are just the right width to trap warmth nicely. These bat pups need to spend their energy on growth, not on keeping themselves warm.

Texas in general is a paradise for bats because of all its tasty insects. A mother bat will go out hunting every evening and consume about two-thirds of her body weight in insects every single night to meet her energy needs. The feeding frenzy can last all night.

**Q Have there always been so many bats here?**

**A** No, this large number of bats is quite new. A few bats had lived under the bridge for years. It was headline news when they suddenly began moving in by the thousands after engineers rebuilt the Congress Avenue Bridge in 1980 – they had no idea that they were creating such an ideal bat home. So, when these bats first came, they were seen as uninvited guests.

Many campaigned to have the bat colony eradicated. It was frightening. Back then, we thought they'd attack us by pulling out our hair or



that they'd carry disease. Gradually, though, we learnt the surprising truth: bats make ideal neighbours. They are gentle creatures that will not harm you, as long as you do not try to touch them.

Eventually we came to welcome the bats, and the population under the bridge grew to be the largest city bat colony in the world. Austin now has one of the most unusual and fascinating tourist attractions anywhere.



**Q Why do you think so many people dislike bats?**

**A** There's a lot of prejudice and misunderstanding about bats. People have difficulty seeing past the surface. With their teeth, claws and big, black wings, bats do look a bit frightening, but they are basically harmless if you don't hold them, and some of them are even cute. We should be protecting bats, not persecuting them.

**Q There are millions of bats in Texas – how can they need protecting?**

**A** It's true that bats easily outnumber humans in Texas, but they're vulnerable because they live in very large groups. One cave alone has 15 million bats living in it. Imagine if anything happened to that cave. 15 million bats would all become homeless at once, and many wouldn't survive, which would be very damaging considering the benefits bats bring to society.

**Q What benefits could bats possibly bring to humans?**

**A** We humans spend a great deal of time battling against insects. Who hasn't been tormented by mosquitoes or wasps? And farmers have to spend millions of dollars every year buying chemicals, some of which are quite harmful to the environment, to stop hungry insects from eating their crops. A group of bats like the ones under this bridge will eat about ten tonnes of insects every night. That's about the weight of two normal-sized elephants. So we should view bats as allies, not as enemies. Some farmers are already doing this by installing bat boxes in their fields and encouraging bats to live there.

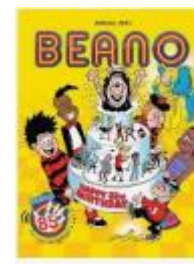
**Q Amazing – what helpful animals! Is there anything I can do to support bats in my area?**

**A** If you have a garden, don't cover it in concrete. Fill it with flowers and plants to encourage garden insects. You could also put up your own bat box. They are quite easy to make if you don't want to buy one. And, finally, remember to let everyone know about our flying friends!

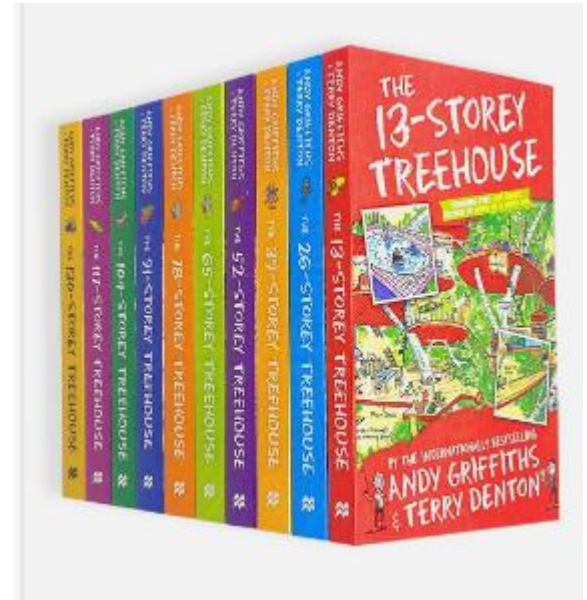
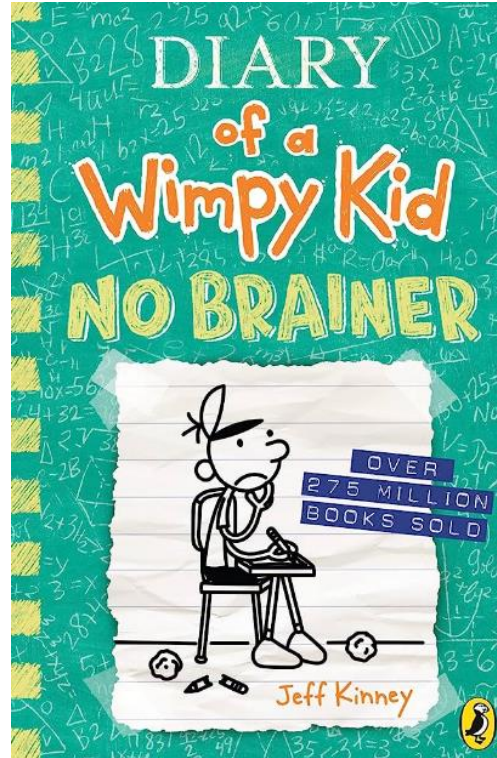
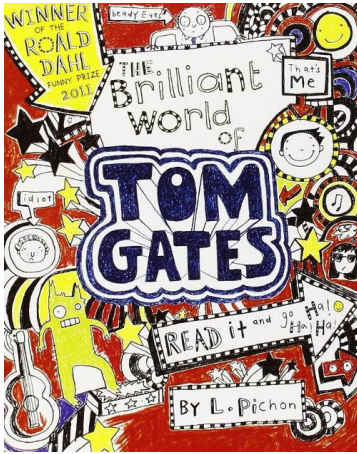


# What to read...

- Magazines - Aquila, National Geographic Kids
- Newspapers - The Week Junior, First News
- Comics - The Phoenix, Beano
- Please see our class webpage for recommended reads

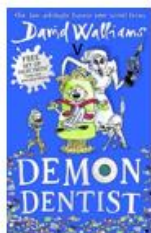


# Fun occasional reads only....





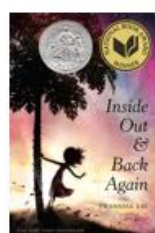
## 100 Books To Read In Year 5 and 6



Demon Dentist  
David Walliams



Goodnight Mister Tom  
Michelle Magorian



Inside Out and Back Again  
Thanhha Lai



The Suitcase Kid  
Jacqueline Wilson



Mortal Engines  
Philip Reeve



Firegirl  
Tony Abbott



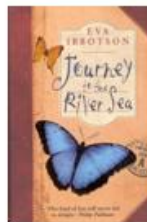
The Many Worlds of Albie Bright  
Christopher Edge



Percy Jackson and the Lightning Thief  
Rick Riordan



The Graveyard Book  
Neil Gaiman



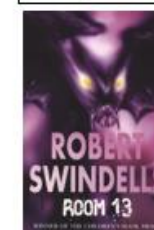
Journey to the River Sea  
Eva Ibbotson



Five On A Treasure Island  
Enid Blyton



Time Travelling With a Hamster  
Ross Welford



Room 13  
Robert Swindells



Kick  
Mitch Johnson



Millions  
Frank Cottrell-Boyce



Street Child  
Berlie Doherty



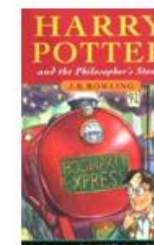
Cogheart  
Peter Bunzl



Cloud Busting  
Malorie Blackman



Gaslight  
Eloise Williams



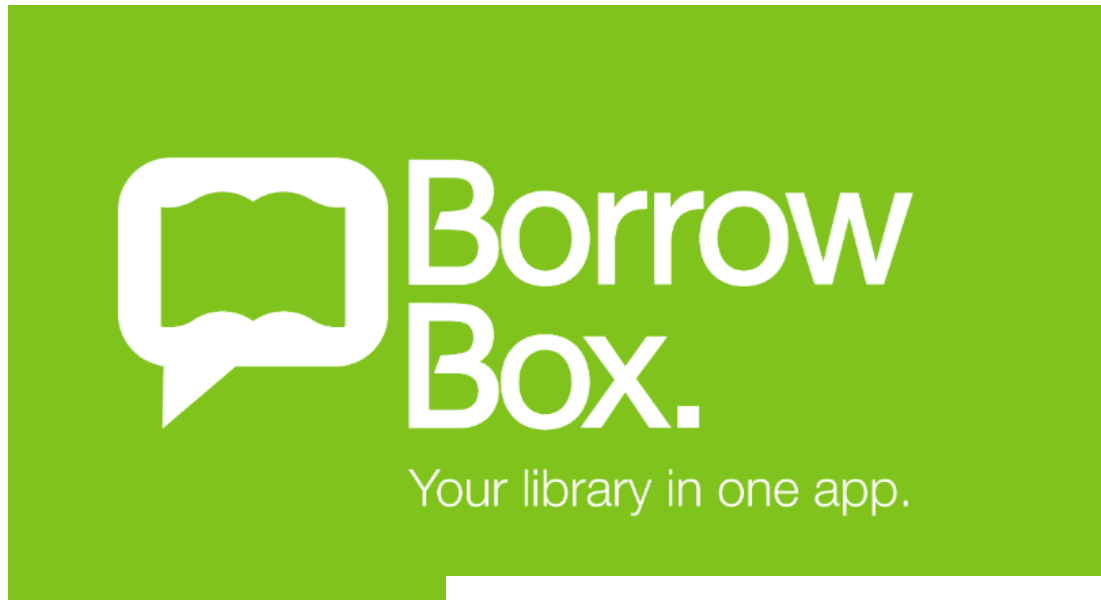
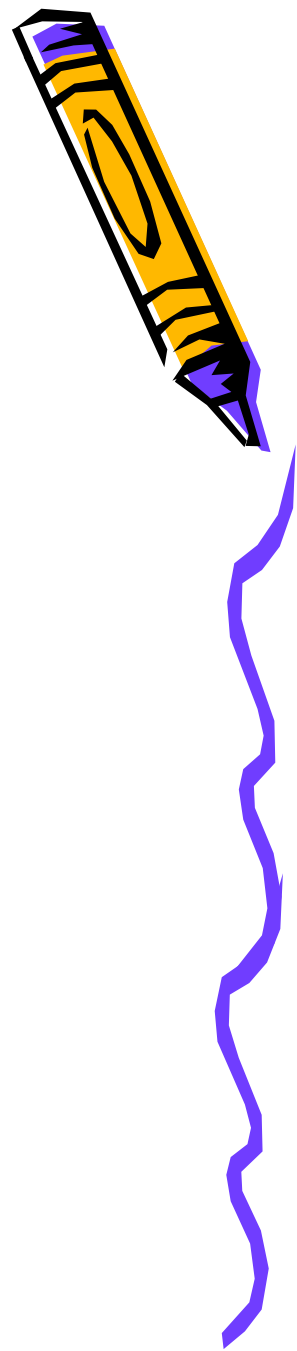
Harry Potter and the Philosopher's Stone  
J.K. Rowling



The Imaginary  
A F Harold



# Library/ Borrow Box



## Hampshire Libraries

Reservation fee (children's item)

10p

per item



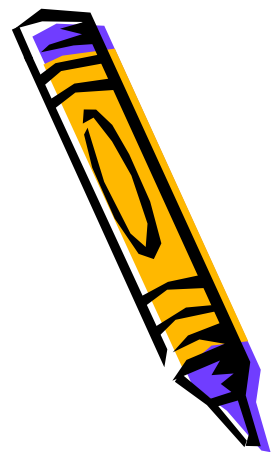
# BOOM READER



In order to motivate our upper key stage children to read with enthusiasm and to prepare them for secondary school, we log our reading online.

Boom Reader makes it easier and more exciting to log your child's reading and comes with motivational rewards.

All Boom Reader logs are checked on Mondays and housepoints are awarded.



# Reading in School

- Focused Whole Class Guided Reading sessions 3 times a week (these do not get recorded in your child's reading journal).
- Class texts - To support your child's reading in school, it is beneficial for them to have a copy of the class text so that they can follow when others are reading. This improves their word recognition and fluency.

This term our class text is:

The Lion, Witch and the Wardrobe



# Birthday Books

In order to develop reading culture within the school, we are bringing back birthday books.

The School Library Service (SLS) have created a list of new books that will enhance our library. These books have been added to a Wish List with LoveReading4Kids.

When it is your child's birthday, they can purchase one of the books from the list and bring it to the office. A special birthday slip will then be stuck in the front so that it can be presented to the school in celebration assembly and spread excitement about new books and authors.

The school can earn money on all purchases made in order to buy further new books.

<https://www.lovereadings4kids.co.uk/wishlists/71ea18c474d87aa37cc5e222c83287ca>








This birthday book has  
been donated by

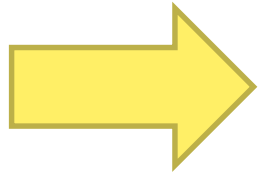
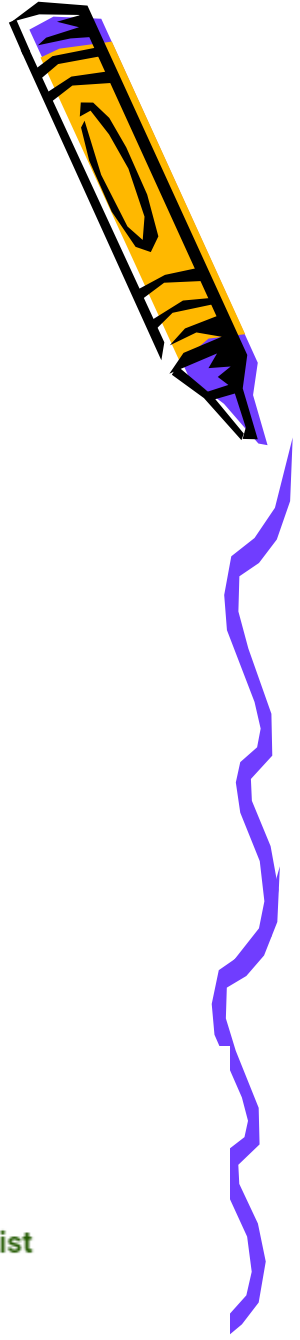
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# Spelling Approach

- Spellings are set on Monday and sent home in a small book
- In school we do various spelling activities such as word sorting and sound buttons.
- To be meeting age-related expectations in writing, pupils must also correctly spell all the words in the Year 5 and 6 list. Our spelling lists include these words each week.



-  **Monday**  
Phoneme introduction and syllable snipping (15 minutes)
-  **Tuesday**  
Sound sort (10-15 minutes)
-  **Wednesday**  
Target misspellings (15 minutes)
-  **Thursday**  
Morphology & word building (15 minutes)
-  **Friday**  
Dictation (15 minutes)



Spellings



Newsletters



Fairthorne  
Manor



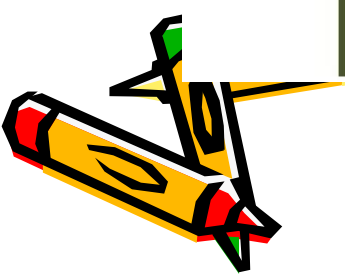
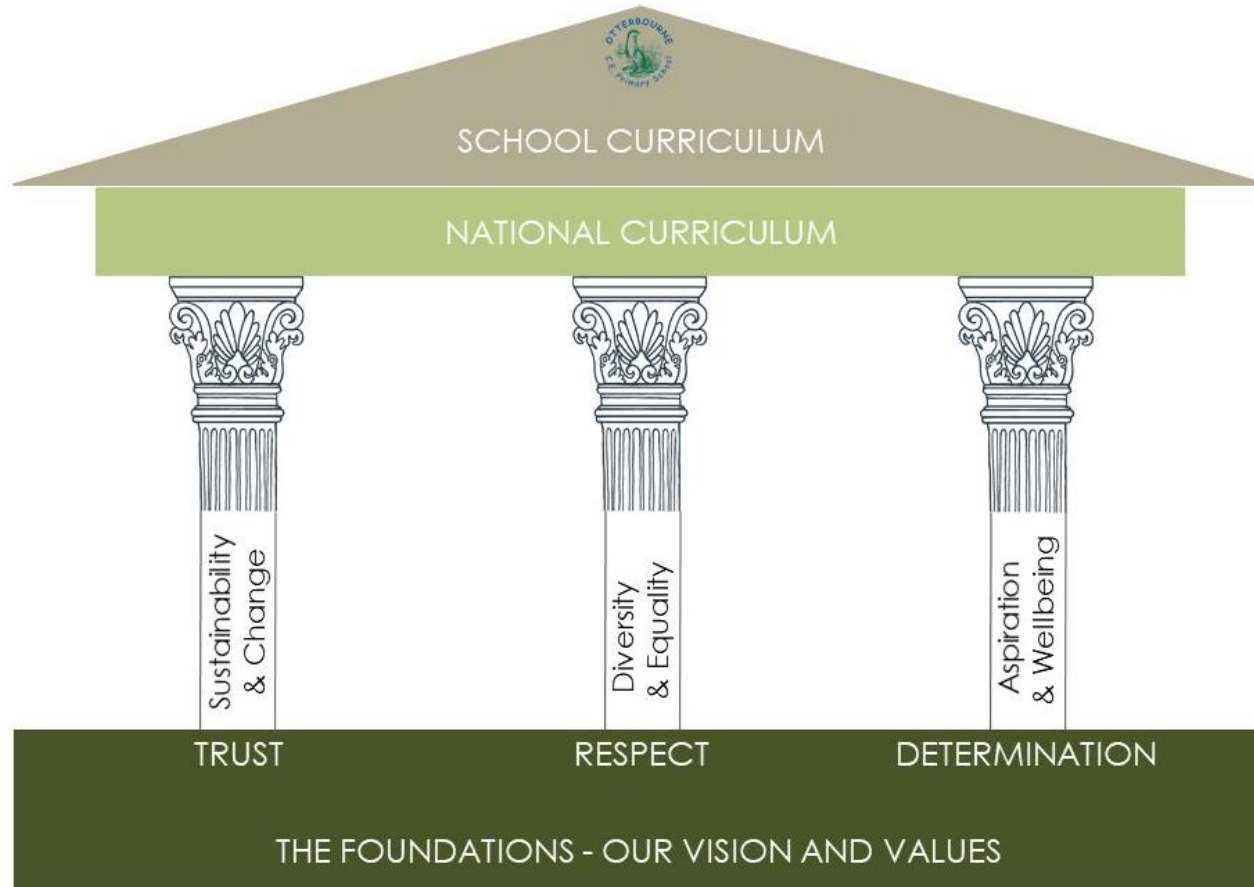
Reading List

Exciting ways to learn spellings can be found here

# The Pillars of our Curriculum

The Curriculum at Otterbourne Church of England Primary School

The Pillars of our Curriculum



## Sustainability and Change:

Sustainability is about the small changes we can make to help look after our planet. Making these changes helps protect animals, plants and our natural resources so that future generations will be able to enjoy them.

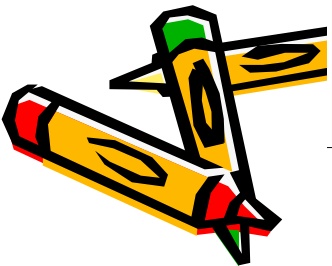
## Diversity and Equality

Diversity means differences. People may be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion. Equality means treating everyone the same.

## Aspiration and Well-Being

An aspiration is something you hope to achieve.

Well-Being means to feel healthy and happy.

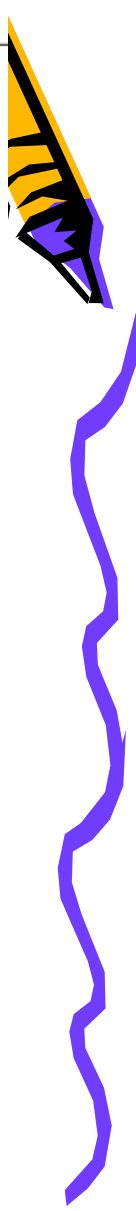


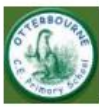


# Year 5/6 Cycle B Curriculum Overview Science and Foundation Subjects

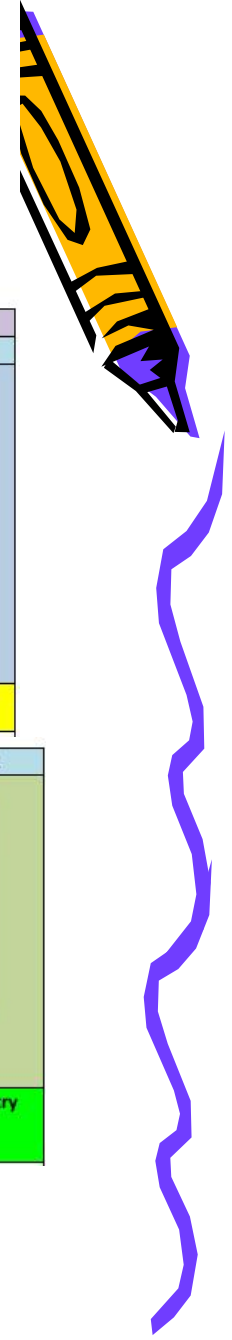
Pillars of our curriculum	Sustainability and Change (TRUST)	Diversity and Equality (RESPECT)	Aspiration and Wellbeing (DETERMINATION)
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Working name of theme</b>	Violent Earth	Space	Brilliant Biomes		Crime and Punishment	
<b>Pillar Concepts</b>		<b>Aspire - Overcoming race and gender barriers. Black women and the space race.</b> <b>Aspire - Exploring Achievements</b>	Human impact on the environment -Being change agents -Pupil Voice -Democracy: power of the people		Understanding of authority and justice and how the system we use today has developed over time. -Respect the rule of law, democracy. Understanding Neuro-diversity (PSHE & READING)	
<b>Big question</b>	What presents more threat to our world: Earthquakes or Volcanoes?	History -Where and when did the earliest civilizations develop and what did they achieve?	What is the most endangered biome on Earth?		How has crime and punishment changed over time in Britain?	
<b>Geography</b>  Table names based on World Cities (Sao Paulo, Mexico City, Shanghai, Cairo, Delhi, Tokyo)	<b>Violent Earth</b> Identify the position and significance of latitude, longitude. Describe and understand key aspects of volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.		<b>World Biomes - Exploring biomes far and near (New Forest).</b> Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, tropics and cancer and Capricorn, , Arctic and Antarctic circle, Prime/ Greenwich Meridian and time zones (including day and night) Locate the World's countries, using maps concentrating on their environmental regions Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts Use fieldwork to observe, measure, record and present the human and physical features			
<b>History</b>		<b>Earliest Civilisation Overview - focus on Egypt</b> <b>Characteristic features</b> - Compare civilizations – what is similar, what is different? <b>Significance</b> -Compare/ contrast achievements of each civilization. <b>Historical Enquiry</b> -to examine astronomy, maths, medicine <b>Chronology</b> - Compare durations/ overlaps via timeline. Compare locations on World map			<b>1,000 years of Crime and Punishment</b> <b>Chronology</b> - a broad chronological sweep of nearly a thousand years makes a significant contribution to pupils' grasp of the long arc of time. Explore/add relevant event dates on timeline.	





## Year 5/6 Cycle B Reading Long Term Overview



Pillars of our curriculum	Sustainability and Change (TRUST)		Diversity and Equality (RESPECT)		Aspiration and Wellbeing (DETERMINATION)
English Golden Threads	Diversity/ Representation	Poetry	Non-Fiction	Fiction	Heritage/ Archaic Language

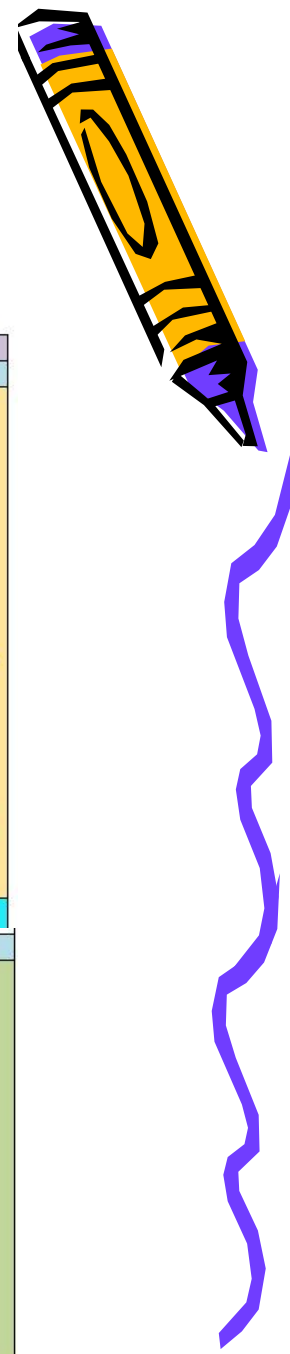
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Text: 	Text: 	Text: 	Text: 	Text: 	Text: 
Links across autumn term texts: Portals to other worlds	Remembrance Poem: In Flanders Fields	Link across Spring Term Texts: Survival & Exploration		CLASS READER for SUMMER TERM	Y6 production
GOLDEN THREAD: Diversity/ Representation Fiction	GOLDEN THREAD: Fiction/ Non-Fiction	GOLDEN THREAD: Poetry	GOLDEN THREAD: Non-fiction	GOLDEN THREAD: Diversity/ Representation Fiction	GOLDEN THREAD: Fiction/ Poetry

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text: 	Text: 	Text: 	Text: 	Text: 	Text: 
CLASS READER for AUTUMN TERM Harvest Poem to recite		CLASS READER for SPRING TERM		Y5 Only Sats week	
GOLDEN THREAD: Heritage/ Archaic Language	GOLDEN THREAD: Non-fiction	GOLDEN THREAD: Fiction	GOLDEN THREAD: Diversity/ Representation Non-fiction	GOLDEN THREAD: Diversity/ Representation Fiction	GOLDEN THREAD: Poetry





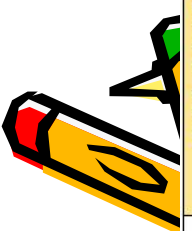
## Year 5/6 Cycle B Writing Long Term Overview



Pillars of our curriculum	Sustainability and Change (TRUST)	Diversity and Equality (RESPECT)		Aspiration and Wellbeing (DETERMINATION)
English Golden Threads	Diversity/ Representation	Poetry	Non-Fiction	Fiction  Heritage/ Archaic Language

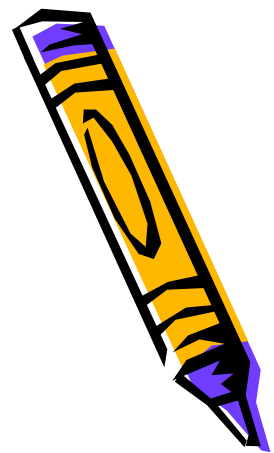
Purpose:                      **Persuade**                                      **Inform**                                      **Entertain**                                      **Discuss**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p style="text-align: center;">Text:</p>  <p style="text-align: center;"><b>Outcome: Entertain</b> <b>Form: Narrative with focus on figurative language (personification of a volcano)</b> <b>Audience: Children 9-11</b> <b>Purpose: Entertain</b></p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;">Film stimulus:</p>  <p style="text-align: center;"><b>Outcome: Inform</b> <b>Form: Non-Chron report about a creature on Pandora</b> <b>Audience: Trainee Space Biologists</b> <b>Purpose: To inform</b> <b>2<sup>nd</sup> outcome: Eye-witness account – meeting the creature (link to puppets)</b></p>	<p style="text-align: center;">Film:</p>  <p style="text-align: center;"><b>Outcome: Entertain</b> <b>Form: Narrative</b> <b>Audience: Children 9-11</b> <b>Purpose: To entertain</b></p> <p style="text-align: center;"><b>SOA: Diary entry from perspective of one of the characters</b></p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;"><b>Outcome: Entertain</b> <b>Form: Narrative of Juliane Koepcke's survivor story in the style of Katherine Rundell.</b> <b>Audience: Children who love suspense</b> <b>Purpose: To Entertain</b> <b>SOA: Diary Entry for Juliane Koepcke</b></p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;"><b>Outcome: Entertain</b> <b>Form: Internal Monologue</b> <b>Audience: 9-11 year olds</b> <b>Purpose: Entertain and help them understand the story</b></p> <p style="text-align: center;"><b>SOA: Dialogue from characters in the afterlife (Entertain)</b> <b>Letter of complaint (Persuade)</b></p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;"><b>Outcome: Discuss – How much access should children have to the online world?</b> <b>Form: Guide</b> <b>Audience: Children aged 9-11</b> <b>Purpose: To discuss</b></p> <p style="text-align: center;"><b>SOA: Online Help Forum - Letter of advice to a child having a specific difficulty online.</b></p>
Golden Thread: Fiction	Golden Thread: Non-Fiction	Golden Thread: Fiction	Golden Thread: Fiction	Golden Thread: Heritage/	Golden Thread:
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p style="text-align: center;">Experience:</p> <p style="text-align: center;">Fairthorne Manor Residential</p> <p>YEAR 6 residential – leads to persuasive writing. Why should you send your child on the Y6 residential next year? Y5 write to their parents. Y6 write to Y5 parents.</p> <p>Form: Persuasive Letter <b>Audience: Y5 parents</b> <b>Purpose: To persuade</b> <b>Outcome: (Persuade)</b></p> <p style="text-align: center;"><b>SOA: Narrative description of Narnia.</b></p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;"><b>Outcome: Persuade</b> <b>Form: Advert</b> <b>Audience: Curious Children</b> <b>Purpose: To Persuade them to visit the Magical World of Narnia through the Portal</b></p> <p style="text-align: center;"><b>2<sup>nd</sup> Outcome: Travel Review from a child who visits Narnia</b></p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;"><b>Outcome: Inform</b> <b>Form: Biography of an para-Olympian athlete</b> <b>Audience: Young People</b> <b>Purpose: To inform</b> <b>Moodle + plan</b> <b>SOA: Letter to a para-Olympian athlete saying why they admire them.</b></p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;"><b>Outcome: Inform</b> <b>Form: Rainforest Survival Guide for the Lost Book of Adventure</b> <b>Audience: Explorers</b> <b>Purpose: To inform</b></p> <p style="text-align: center;"><b>SOA: Persuasive advert for New Forest</b></p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;"><b>Outcome: Persuasive Speech by Addie</b> <b>Form: Speech</b> <b>Audience: Town Council</b> <b>Purpose: To persuade</b></p> <p style="text-align: center;"><b>SOA: Non-Chronological report on punishments for Witchcraft</b></p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;"><b>Outcome: Entertain</b> <b>Form: Poem</b> <b>Audience: KS2 children</b> <b>Purpose: To entertain and inform</b></p>
Golden Thread: N/A	Golden Thread: Heritage/ Archaic Language	Golden Thread: Diversity/ Representation <b>Non-fiction</b>	Golden Thread: Non-Fiction	Golden Thread: Diversity/ Representation <b>Fiction</b>	Golden Thread: Poetry





# Year 5 Homework



- **Spellings** - These are set on Monday and should be practised every day. Children will be tested in school on Fridays. Please send the spelling book back in on a Monday. You can find exciting ways to learn spellings on our class webpage.
- **Times Tables and Division Facts**
- **Maths** - One activity from the Y5 Maths CGP book which will be marked in class. CGP books should be in school every MONDAY for marking.
- **Reading** - Daily, either on their own or with a parent. Complete the online reading journal (Boom Reader).



# Year 6 Homework



- **Spellings** - These are set on a Monday and should be practised every day. Children will be tested in school on Fridays.
- **Times Tables and Division Facts** - Keep these fresh.
- **Maths** - One activity from the Y6 Maths CGP book which will be marked in class.
- **SPAG** - One activity from the Y6 CGP book which will be marked in class.  
CGP books should be in school every Monday for marking.
- **Reading** - Daily, either on their own or with a parent. Complete the online reading journal (Boom Reader).



# Y5/6 Violent Earth Research Project

Date set: 18<sup>th</sup> September Date due: 8<sup>th</sup> October

Week 1: Research time Week 2: Produce your findings

(please, do not copy and paste information from google, it should be in your own words!)



**RESEARCH AN EARTHQUAKE or VOLCANIC ERUPTION EVENT OF YOUR CHOICE. Some of them may have led to a tsunami!**

Please avoid Mount Vesuvius 79AD and Sumatra, Indonesia 26 December 2004 as we are learning about these in class.

Here are some ideas to help you:

Earthquakes	Volcanic eruptions
Valdivia, Chile 22 May 1960	Krakatoa, Indonesia, 1883
Prince William Sound, Alaska 28 March 1964	Mt Tambora, Indonesia, 1815
Sendai, Japan 11 March 2011	Mt Pelee, Caribbean, 1902
Sendai, Japan 11 March 2011	Nevado del Ruiz (1985)

There are lots more. Why not google a particular part of the v interested in?



You should find out:

- 1) Where and when the event took place (include the country and continent and which lines of latitude it sits north or south of).
- 2) The impact that the event had of the people who lived there and the environment.
- 3) How do the people who live there protect themselves from further earthquakes or volcanoes

You can choose how to present your findings. It could be a powerpoint presentation, a 3D model with facts, an information booklet, newspaper or magazine article, a piece of art or another form of your choice.

Think about using presentational features such as headings, sub-headings, images and captions to make it clear for the reader.

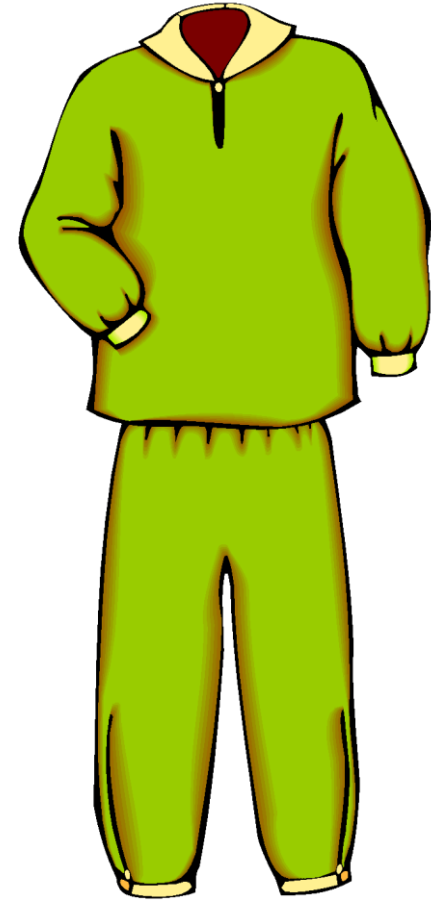


# Outdoor P.E.

## In school every day

### Tracksuit

- Tracksuit trousers
- Sweatshirt
- Plain white T-Shirt or house coloured shirt
- Socks
- Trainers





# Indoor Kit

## In school every day



- Shorts
- Plain white or house coloured T-shirt
- Trainers
- Hair tied back
- No jewellery (earrings)



# Being prepared for Year 5 / 6

- School day starts at 8:45. Please ensure your child is in school by 8:55 at the very latest.
- School day ends at 3:30pm
- Children stay with the class teacher at the end of the day until they see their parent.
- If your child has permission to walk home alone, they can walk straight out of school.



# Mobile Phones

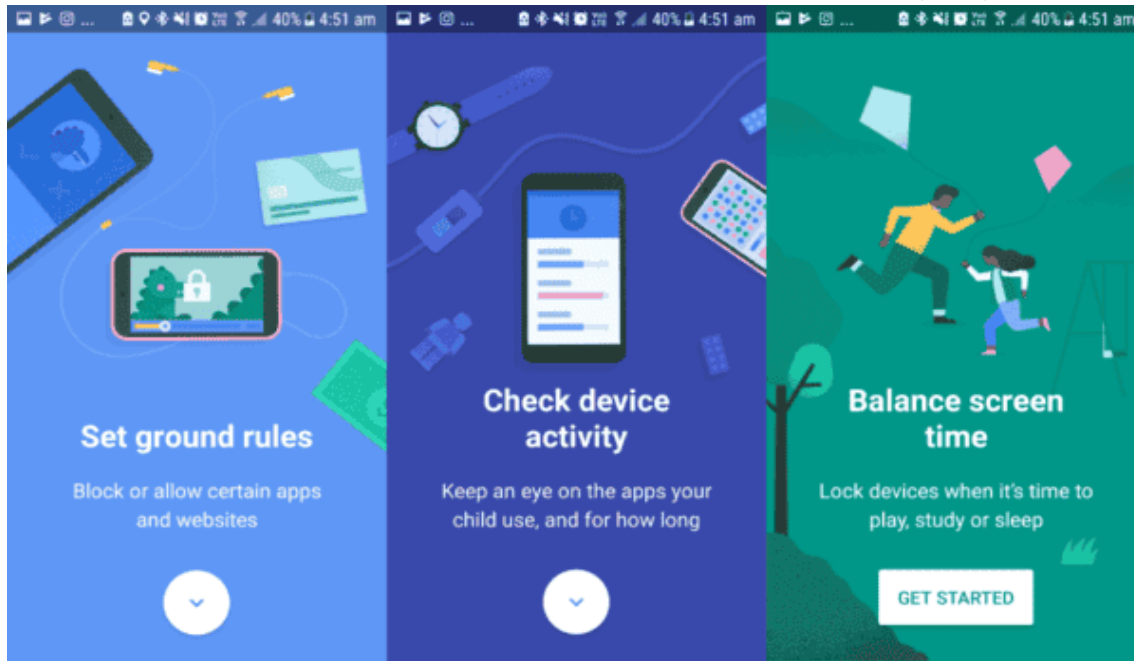


- Children **SHOULD NOT** bring mobile phones into school unless they are walking to school or home independently and need it for safety reasons.
- Any mobile phones brought into school must be turned off before the school gates and must not be turned on again until they leave the school premises.
- All mobile phones must be handed to the class teacher.



# Family Link App

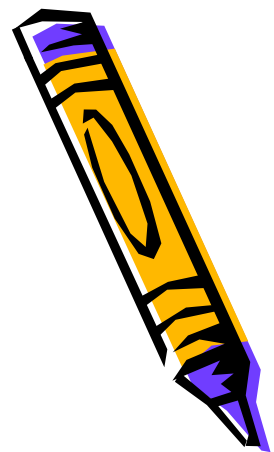
We recommend:



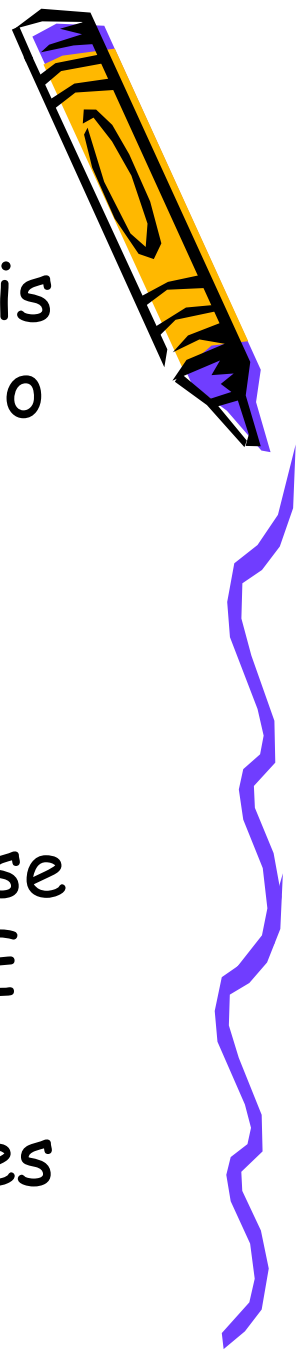
Two hours a day is the recommended screen time for children.

Ensure children have no screen time two hours before bed as this can affect sleep.

Stay in control of what your children are using.



# WhatsApp Advice



- WhatsApp recommended age rating is 16 because children under this age do not have the emotional or social understanding to deal with the complexities of chat groups.
- If you are going to let your children have WhatsApp on their phone, please **DO NOT LET THEM CREATE LARGE GROUPS** e.g. classes, year groups.  
Please check your children's messages regularly and talk to them about any worries they have.



# Online Gaming

- Ensure you know who your child is playing online with.
- Talk to them about respectful talk online and in chat groups.
- Encourage them to tell you if they hear/ see something that upsets or worries them.
- Keep online gaming in a room that is used by all the family so you can keep a close eye on conversations and intervene if necessary.



# Fairthorne Manor Reminders

- Please take a hard copy of the kit list with you. Ensure your child packs their own things and that they are named.
- If your child has medication, please complete the first part of the medication form and hand it to Mr O'Dowd with the medication on the Monday morning.
- We depart at 10am on Monday and return at 2:15 on Friday. A text will be sent with estimated arrival time. Children can stay in school if you are not able to get here until 3:30.



# Kit list

“There’s no such thing as bad weather, just bad clothing”. We’ve heard this comment for years, but it’s certainly true and some preparation will make your child’s stay much more comfortable.

Below is a suggested list of clothing and other items that your child will find useful during their visit.

- Sleeping bag, pillow and pillow slip for all accommodation types
- Sleeping mat if you’re staying in tents
- Plenty of comfortable clothing that can get dirty
- T-shirts
- Several sweatshirts/pullovers (lots of thin layers)
- Shorts and jeans or tracksuit bottoms
- Spare underclothes & socks
- Waterproof clothing, coat and trousers
- Smart casual clothes may be useful for the evenings
- Trainers x 2 pairs, one of which is suitable to get wet & dirty (Crocs or flip flops are not suitable for watersport activities. Footwear must be attached to feet)
- Welly boots
- Slippers (indoor accommodation only)
- Hat to protect against the sun and cold
- Refillable water bottle
- Torch
- High protection sun cream/block
- Two towels, soap and toilet kit
- Pyjamas
- Bin bag to put dirty clothes in

Sleeping bags and pillows

2 trainers (one pair that can get wet or wetsuit booties)

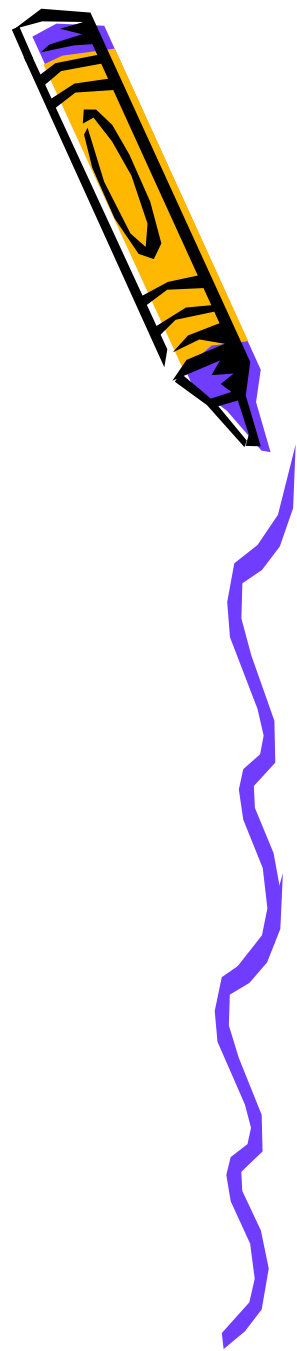
## What should my child not bring?

Mobile phones, tablets, expensive cameras, electronic games, iPods, much-cherished jewellery, favourite clothing or shoes – these items are brought at your own risk.



# Who is going?

- Mrs Holland (Trip Leader)
- Mr O'Dowd
- Mrs Simpson
- Miss Whitwham



# Final Steps – Further Information

- Medical consent will need to be given, on the morning of the trip,

All of this one....

...the top section of this

The school will not give your child medicine unless you complete and sign this form and the school or setting has a policy that the staff can administer medicine.



Date for review to be initiated by	
Name of school/setting	
Name of child	
Date of birth	
Group/class/form	
Medical condition or illness	

### Medicine

Name/type of medicine <i>(as described on the container)</i>	
Expiry date	
Dosage and method	
Timing	
Special precautions/other instructions	
Are there any side effects that the school/setting needs to know about?	
Self-administration – y/n	
Procedures to take in an emergency	

**NB: Medicines must be in the original container as dispensed by the pharmacy**

### Contact Details

Name	
Daytime telephone no.	
Relationship to child	

Name of school	Otterbourne CE Primary School
Name of child	
Date medicine provided by parent	
Group/class/form	
Quantity received	
Name and strength of medicine	
Expiry date	
Quantity returned	
Dose and frequency of medicine	

Staff signature \_\_\_\_\_

I agree that I am confident that the members of staff attending Calshot 2022 are competent to administer medication to my child.

Signature of parent \_\_\_\_\_

