

# Who's Who in our Team?



Mrs Russell  
Sequoia Class



Mrs Shakespeare  
Wellingtonia Class  
(Mon – Wed)



Mrs Davis  
Wellingtonia Class  
(Wed-Fri)



Mrs McAllister – AHT  
& Phase Leader



Mrs Bonner



Mrs Partridge



Learn Believe Achieve Together

# Golden Rules – Make the Right Choice

1) Be Safe

- Walk inside
- Follow instructions
- Play kindly
- Use school equipment correctly
- Being safe online
- Stranger Danger
- Be aware of your surroundings

2) Be Respectful

- Listen & follow instructions
- Be punctual
- Good Looking, Good Sitting
- Have the correct school uniform
- Other people's personal space
- Of other people's beliefs and differences

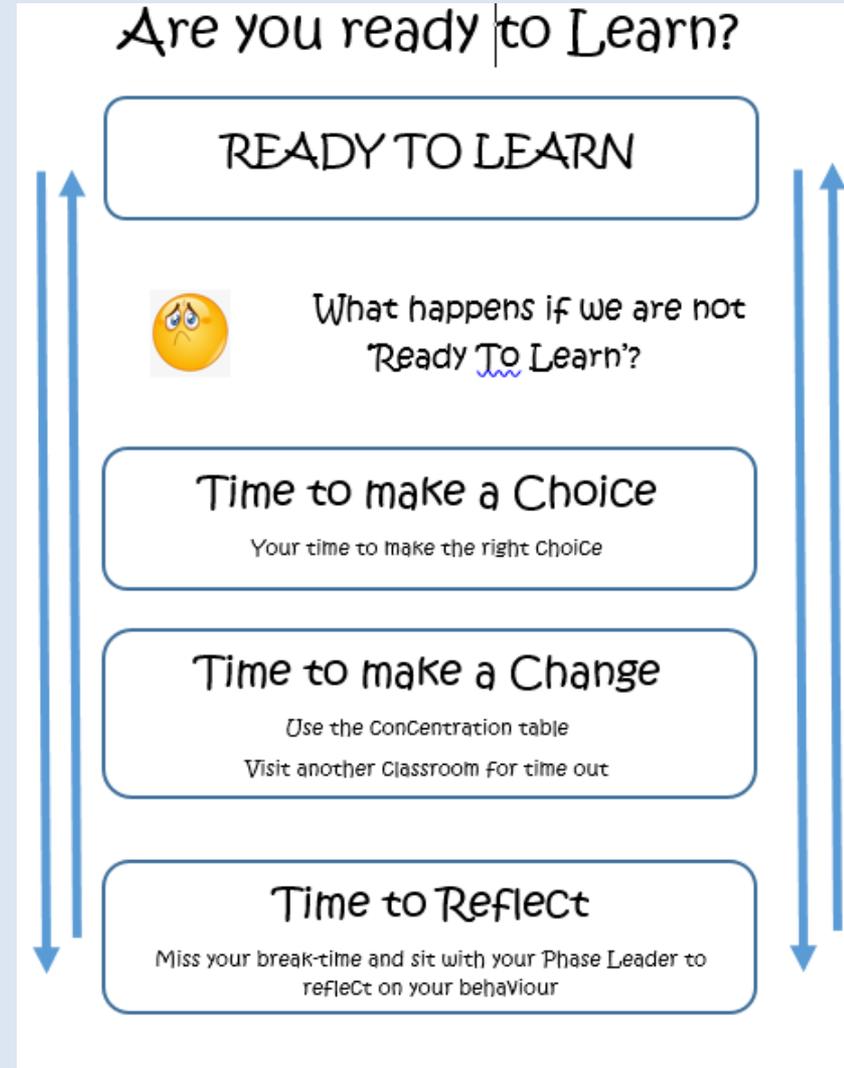
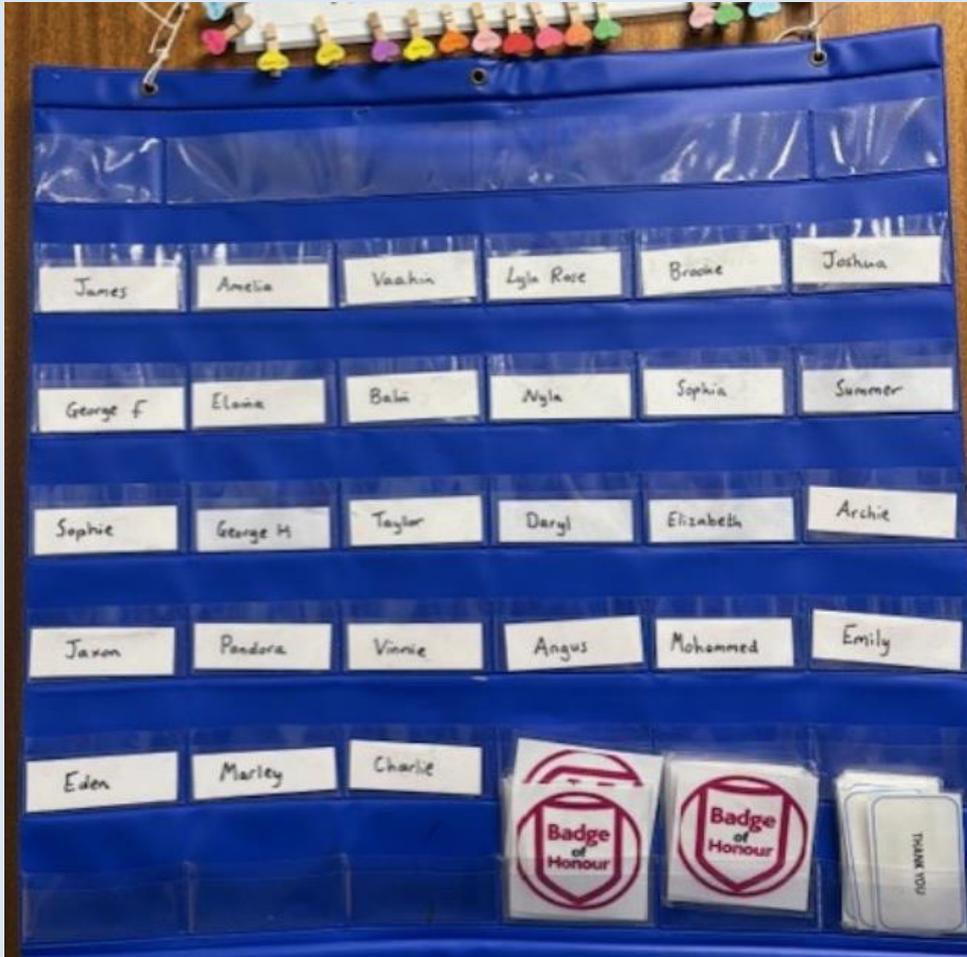
3) Be Ready to Learn

- Listen to instructions
- Following school rules
- Being polite
- Calm
- Looking after property (classroom, school)
- Capitalising
- Encourage and accept mistakes

4) Be Honest

- Tell the truth
- Take responsibility
- Accepting consequences
- Asking for help

# Behaviour system (Triple Thank You)



# Class timetable

<b>Mon</b>	Maths	English	Times tables	<b>Break time</b>	RE/French	<b>Lunch</b>	Weekly spellings	Computing	2.40 - Assembly
<b>Tue</b>	English	Maths	Times tables		Guided Reading		Weekly spellings	Outdoor PE	Grammar
<b>Weds</b>	Maths	English	Times tables		NNS Spelling/Library		Weekly spellings	Science	
<b>Thurs</b>	Guided Reading	English	Times tables		Maths		Weekly spellings	Art/Design Technology	2.40 - Singing Assembly
<b>Fri</b>	Indoor PE	English	Times tables		Maths		Weekly spellings	PSHE (Jigsaw)	2.45 - Celebration assembly

# Key things to remember for Year 5

- No pencil cases
- PE days – Tuesdays (outdoor) and Fridays (indoor)
  - Specialist Sport coaches
- Mobile Phones must be handed in in the morning-
- No smart technology (watches, fitbits...)
- Sending Home Arrangements (walk home alone)

# Useful information

- Recommended reading books
- Tips for reading with your child
- Online resources
- Statutory spelling lists
- Year 5 knowledge organiser for grammar

These will be on the school website for you to access.

[https://maidenerlegh.sharepoint.com/:w:/r/sites/BirchHillPrimarySchool/\\_layouts/15/Doc.aspx?sourcedoc=%7B43D09350-5392-4F7E-885C-1F4DD298F3F3%7D&file=Y5%20Welcome%20Information%20Pack.docx&action=default&mobileredirect=true](https://maidenerlegh.sharepoint.com/:w:/r/sites/BirchHillPrimarySchool/_layouts/15/Doc.aspx?sourcedoc=%7B43D09350-5392-4F7E-885C-1F4DD298F3F3%7D&file=Y5%20Welcome%20Information%20Pack.docx&action=default&mobileredirect=true)



# Uniform

The **school uniform** consists of:

- Birch Hill Logo - Royal blue jumper or cardigan,
- White shirt or blouse,
- Grey trousers or skirt,
- Blue and white dress (summer term only)
- Black shoes - these must be sturdy (no trainers, boots, or ankle boots)

**Games and PE kit** is also required, consisting of:

- Royal blue shorts,
- Birch Hill Logo - Blue or White T-shirt,
- White socks,
- Black tracksuit (when outside) or black jumper & tracksuit bottoms (**plain and unbranded**)
- Plimsolls or black trainers

**Others:**

- Alice bands need to be small and plain.
- No jewellery is to be worn in school.
- Hairstyles. Haircuts are a reasonable length and the latest 'step' or train tracks fashion for boys, braided hair decorated with beads, and extreme hairstyles of any kind are not acceptable in school.
- Only natural hair colours are permitted.

# Topics and Trips/Enrichment Activities

<b>Term</b>	<b>Topic</b>	<b>Trip/Enrichment</b>	<b>Cost</b>
Autumn 1	Are we Alone?		
Autumn 2	Where would we be without the Ancient Greeks?	Ufton Court	£21 approx
Spring 1	Why has Bracknell Changed?	The Look Out/Swinley Forest	
Spring 2	What happens to Global trade?	Swimming	TBC
Summer 1	How do life cycles change?	Ignite speeches	N/A
Summer 2	What has changed since the Anglo Saxons?	Afternoon Tea	

# Personal, Social, Health Education (PSHE) including Sex & Relationships (SRE)

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMART internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>
<b>Ages 11-12 (Scotland)</b>	<ul style="list-style-type: none"> <li>Personal identity</li> <li>What influences personal identity</li> <li>Identify personal strengths</li> <li>How do others see me?</li> <li>Group identity</li> <li>My growing sense of personal identity and independence</li> <li>Online and global identity</li> <li>Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Assertiveness</li> <li>Prejudice and discrimination</li> <li>My values and those of others</li> <li>Challenging stereotypes</li> <li>Discrimination in school</li> <li>How prejudice and discrimination fuels bullying</li> <li>Being inclusive</li> </ul>	<ul style="list-style-type: none"> <li>What are my dreams and goals?</li> <li>Steps to success</li> <li>Coping when things don't go to plan</li> <li>Rewarding my dreams</li> <li>Intrinsic and extrinsic motivation</li> <li>Keeping my dreams alive</li> <li>How dreams and goals change in response to life</li> </ul>	<ul style="list-style-type: none"> <li>Healthy choices about my emotional health</li> <li>Managing stress</li> <li>Managing my choices around substances</li> <li>Managing my nutritional choices</li> <li>Medicines and immunisation</li> <li>Healthy choices about physical activity and rest/sleep</li> </ul>	<ul style="list-style-type: none"> <li>My changing web of friendships</li> <li>Support I need now and in the future</li> <li>Developing positive relationships</li> <li>What external factors affect relationships, e.g. media influences?</li> <li>Assertiveness in relationships</li> <li>The changing role of families</li> </ul>	<ul style="list-style-type: none"> <li>My changing body and feelings</li> <li>What is self-image?</li> <li>Coping during times of change</li> <li>My changing ways of thinking</li> <li>Managing my changes in mood</li> <li>Moving forwards into my next year of education</li> </ul>

# Information about your child's progress

National Expectations

Key		Expectation Descriptors	Scaled Score @end KS2
<b>G</b> =Working at Greater Depth	<b>G</b> Above Expected (GDS)	<ul style="list-style-type: none"> <li>Is exceeding / significantly exceeding national expectations</li> <li>Is always successful in understanding the key learning objectives</li> <li>Can consistently apply their skills / knowledge in a range of contexts</li> <li>Can clearly explain and justify their ideas</li> <li>Demonstrates skills and knowledge beyond the curriculum</li> <li>Can analyse / evaluate their own and other's performance effectively</li> </ul>	115-120
	<b>G-</b> Just Above Expected (GDS-)	<ul style="list-style-type: none"> <li>Is just exceeding national expectations</li> <li>Is almost always successful in understanding key learning objectives</li> <li>Is able to apply their skills, in a range of context, making few errors</li> <li>Can often explain and justify their ideas</li> </ul>	110-114
<b>E</b> Working at Expected Standard	<b>E+</b> Just Above Expected EXS	<ul style="list-style-type: none"> <li>Is meeting <u>all</u> of the NC expectations</li> <li>Is a successful learner and shows good understanding of the objectives taught</li> <li>Is able to learn new skills and use them accurately and independently</li> <li>May make occasional errors when applying their learning in other concepts</li> </ul>	108-109
	<b>E</b> Expected EXS	<ul style="list-style-type: none"> <li>Is meeting <u>all</u> of the NC expectations</li> <li>Is a successful learner and shows good understanding of the objectives taught</li> <li>Is usually able to learn new skills and use them accurately and independently</li> <li>Is starting to apply their learning in other concepts</li> </ul>	104-107
	<b>E-</b> Just at Expected EXS	<ul style="list-style-type: none"> <li>Is meeting most, but not all, of the NC expectations</li> <li>Is successful at learning many new concepts</li> <li>Is starting to apply their skills independently, but not consistently</li> <li>May make errors but will usually be able to improve work following feedback</li> <li>May have some smaller gaps in learning</li> </ul>	100-103
<b>W</b> Working Towards Expected Standard	<b>W+</b> Just Below Expected WTS	<ul style="list-style-type: none"> <li>Is able to access the national curriculum</li> <li>Has some gaps in their learning</li> <li>Experiences difficulty to embed concepts</li> <li>Often needs some scaffolding or support</li> <li>Often struggles to apply their learning independently</li> </ul>	96-99
	<b>W</b> Below Expected	<ul style="list-style-type: none"> <li>Is able to access the NC with personalised support</li> <li>Has significant gaps in their learning</li> <li>Struggles to embed concepts</li> <li>Cannot apply their learning independently</li> </ul>	86-95

The role of the **Raising Standards Leader**, Mrs Sidhu, is to ensure the best possible outcomes and progress for all our children across KS1 and KS2.

In doing this, the RSL supports staff in their understanding of assessments and how to use it effectively. The RSL also provides challenge with regards to data and identifying key marginal children. After each round of assessments, the RSL will provide data reports to each year group to assist in identifying those children.

### Jargon Buster

- EXS – *Expected Standard (EXS)*
- GDS – *Great Depth Standard (Above)*
- WTS – *Working Towards (Below)*

### Different types of Assessments

- Pixl – Assessment/Tests
- GL Assessments - Assessment/Tests.
- Standardised Scores & Scaled Score
- Phonics screening
- MTC – Multiplication Times table Check (Y4)
- EYFS/GLD - Early Years Foundation Stage / Good Level of Development

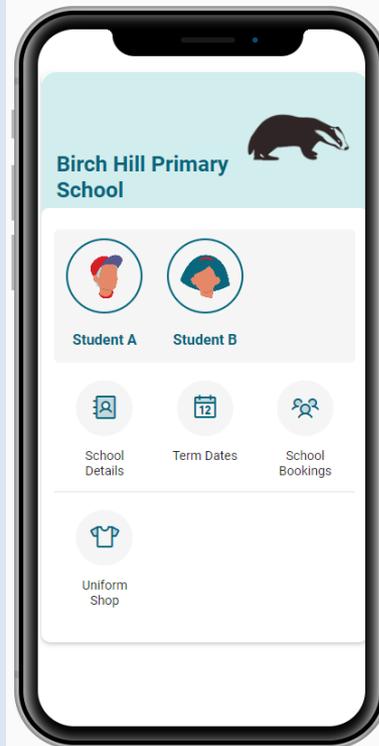
### Communication to Parents

- Termly Parents Evenings & End of Term Report
  - Report on Hero app
  - Children invited



# INTRODUCING HERO TO FAMILIES

The following message is a suggested introduction to Hero for parents and guardians. It explains your school's intention for online, real-time communication and reporting.



## DEAR PARENTS AND GUARDIANS...

We are delighted to launch our new communication and reporting system, Hero: an online sharing platform with a complementary smart app.

Hero allows schools to customise an online environment that enables teachers, students, and families to view and share content anytime, anywhere on any device. The software is secure, easy to use and brings together all school-related information in one place.

With Hero, you have the ability to:

- Read and comment on posts relating to your child's learning.
- View information on your child's progress & goals.
- Read and comment on school notices sent to the class or groups your child is part of.
- Respond to school notices such as surveys and trip permission requests.
- View school term dates and calendar.
- Notify the school if your child is absent or late.
- Navigate to other school-related webpages.
- Customise your account by adding a profile image.
- Select how you wish to receive notifications.

Learning posts combined with syllabus information and goal-setting will form an online report that is designed to build year-on-year. Over time, you will have access to written posts, images, video, work samples, and helpful resources all in one place.

Over the coming year, staff and students will be posting rich content to our Hero software. We are looking forward to sharing this with you, including you in your child's learning journey.

Oracy

# Writing

## Talk 4 Writing

### **An expected learner can:**

- write effectively for a **range of purposes and audiences**, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- **select vocabulary** and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun)
- Use modal verbs to suggest degrees of possibility
- use a **range of devices to build cohesion** (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)
- use verb tenses consistently and correctly throughout their writing
- use the **range of punctuation** taught at key stage 2 mostly correctly<sup>^</sup> (e.g. question marks, exclamation marks, commas to clarify meaning/ avoid ambiguity in writing, and punctuate direct speech)
- **spell correctly most words from the year 5 / year 6 spelling list**,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in **joined handwriting** when writing at speed.<sup>2</sup>

# Expected learner in Year 5 - example

Thursday 12<sup>th</sup> December 2024  
L1 - To write a good story (Hot task)

## Arbous - A sequel

Tired and hot, Arbous returned to his stately  
Gmin town, dropping Arbous by the water.  
He had done it, he had defeated Carbons!  
But when he came into the town structure  
an unexpected surprise was waiting for him.  
"Dear you are 20 years old, it has come the time  
for you to be married". Arbous sighed, he  
did not want to marry an Athenian woman.

Arbous, went out to his beach, his  
adventures starting point, his private place to  
be. He sat down on the warm and golden sand  
and watched the waves roll onto it calmly.  
He thought for a while and realised that  
he wanted someone who understood him  
and his hardships.

He slept on it and decided that he would marry  
the woman who defeated the Gmin, woman all  
over the land showed up, one of them called  
Helena. Helena was a strong, beautiful  
young woman and they were really full in  
love, but Arbous had to stay true to his  
word. They set off, Helena a date first, she  
showed down. Just then a snake appeared and  
banded her a poison for a child bubble  
she groined and moved on.

Helena ran and ran until she found herself in a  
jungle, she was tired and about to give up, but all  
of a sudden Helena appeared and banded her the  
largest snake she'd ever seen, although it was made  
of the forest's <sup>heart</sup> and it was lighter than a wooden  
post. She thought of Arbous and ventured on.

Finally, she went to the Gmin's bar and wondered what  
The Gmin actually looked like, but before she  
could inquiring, a figure emerged from the darkness.  
It had two red eyes, two legs the size of  
tree trunks and a giant mouth holding jagged  
as sharp as knives, she wielded her  
sword she hit the beast. The beast roared  
but she ~~hit~~ <sup>cut</sup> ~~it~~ <sup>was</sup> ~~not~~ <sup>not</sup> ~~it~~ <sup>was</sup> ~~not~~ <sup>not</sup>  
to the ground, the beast bounced backwards  
it was dead!

She dragged the beast home. Arbous agreed  
to marry her and ~~from~~ <sup>from</sup> the day on, Arbous  
and Helena are happy in their graves of

THE END!

Year 5/6 spelling list (this is in your information pack)

Most children are continuing to work on the year 3-4 spelling list.

Daily practise in school.

Friday spelling and dictation test.

## Word list – years 5 and 6

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

# Cursive script

A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

a b c d e  
f g h i j k  
l m n o p  
q r s t u  
v w x y z

## Letter formation

### Pitter-patter

#### Curly caterpillar letters

Up, around and stop,  
Back, around and down.

a c d f g o s q



#### Ladder letters

Up the ladder,  
Down the ladder.

i j l t u y



#### One armed robots

Up the robot,  
Down the robot,  
Up the robot again.

b h k m n p r



#### Zigzag monster letters

Up, diagonally down

v w x

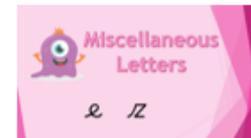


#### Miscellaneous letters

e - Diagonally up,  
loop the loop,  
and out again.

z - Up,  
and horizontally across

e z



# Reading

## An expected learner can:

- Working towards being a free reader – start **expanding reading experience** and reading for different purposes: Poetry, plays, fiction, nonfiction. Discussing what they read by comparing with other books and presenting their preferences to others.
- **Drawing inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- **Predicting, summarising** what they have read
- Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Beginning to provide reasoned justifications for their views.

# Reading

- Your child is responsible for changing their reading book once they have read it.
- Your child should be reading at home at least 5 times a week.
- Please sign their records when you have heard them read or if they have read independently

# Reading in Year 5

Guided reading books we use:

**The Lost Words**

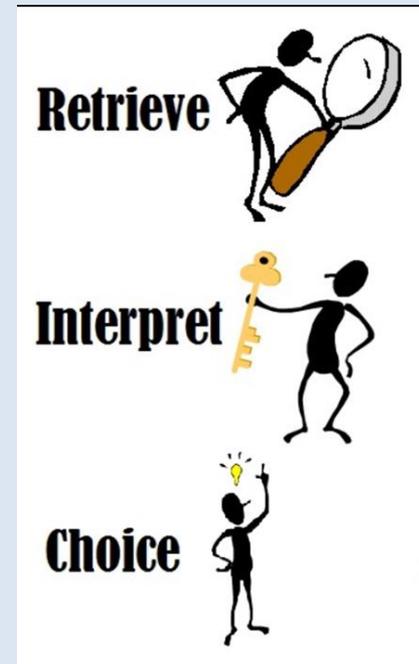
**Water Tower**

**Talking History**

**Nowhere Emporium**

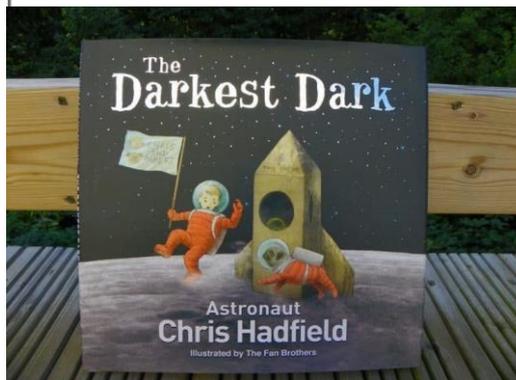
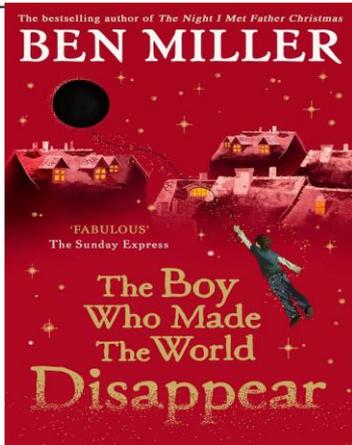
Class daily reads

Reading with RIC





Teacher

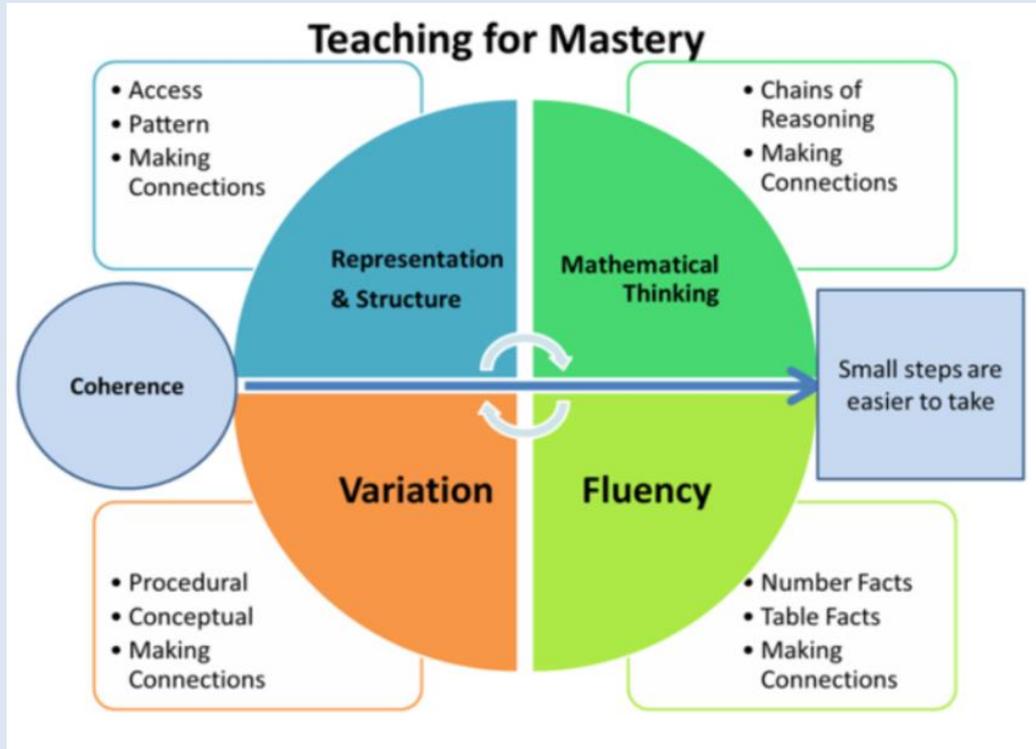


# Maths

## **An expected learner can:**

- Read, write, order and compare numbers up to 1,000,000
- Interpret negative numbers in context counting through zero
- Able to **use formal written method for the 4 operations** (+ - x ÷)
- Use mental method for 4 operations when appropriate
- **Fractions** – order and compare where denominators are all multiples of the same number, make links with decimals
- Read, write and order decimals up to three decimal places
- Solve problems recognising the links between percentage and decimal equivalents
- Calculate and convert units of **measure**
- Compare and classify geometric shapes
- Angles
- Statistics

# Mastery Maths



**NCETM**

# Maths fluency

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>Multiplication and division facts</b> Week 1: x2, x3, x5 Week 2: x10 Week 3: x4 Week 4: x8 Week 5: x2, x3, x5 Week 6: x10 Week 7: x4 Week 8: x8	<b>Multiplication and division facts</b> Week 1: x2, x3, x5 Week 2: x10 Week 3: x4 Week 4: x8 Week 5: x2, x3, x5 Week 6: x10 Week 7: x4	<b>Multiplication and division facts</b> Week 1: x2, x3, x5 Week 2: x10 Week 3: x4 Week 4: x8 Week 5: x2, x3, x5 Week 6: x10	<b>Mixed practice Multiplication and division facts</b> Week 1: x2, x3, x5 Week 2: x10 Week 3: x4 Week 4: x8 Week 5: x2, x3, x5 Week 6: x10	<b>Mixed practice Multiplication and division facts</b> Week 1: x2, x3, x5 Week 2: x10 Week 3: x4 Week 4: x8 Week 5: x2, x3, x5 Week 6: x10	<b>Mixed practice Multiplication and division facts</b> Week 1: x2, x3, x5 Week 2: x10 Week 3: x4 Week 4: x8 Week 5: x2, x3, x5 Week 6: x10 Week 7: x4



# Home Learning

- Daily Practice:
  - Reading (3x per week minimum)
  - Spelling
  - Times Tables 2, 5, 10 3, 4, 8



- Cross-Curricular Home Learning Grid

	(1 point)	(2 points)	(3 points)	(4 points)
<b>Language &amp; Communication</b> - Speaking, listening, literacy, English and other languages	Write a shopping list including '5 a day' fruit and vegetables.	Write a set of instructions for looking after your pet & keeping it healthy	Make a poster for a fruit or vegetable of your choice – describing its benefits to your health.	Film/design an advertisement to promote healthy eating.
<b>Health &amp; Wellbeing</b> - Physical activity, food, Personal/Social/Emotional development	Create a food diary for a week either for yourself or for your pet	Design a healthy/balanced meal. Ext. Group foods into carbohydrates, proteins, vegetable and dairy.	Come up with a new exercise to keep your muscles moving	Draw an outline of a human being. How many muscles/bones can you label?
<b>Humanities and Citizenship</b> - History, Geography, RE, Cultural, visits	Find out and draw a national meal for a country of your choice.	Plan a well balanced diet for a vegetarian.	Write about a day/visit where you have been particularly healthy (in your diet or due to exercise) e.g. a swimming lesson/trip to The Lookout.	Investigate a traditionally English meal. Decide and record whether it is a healthy meal with reasons.
<b>Science and Technology</b> - Science, DT, Eco issues	Visit <a href="http://calorieslab.com/burned/?mc=se&amp;gr=15&amp;li=sports&amp;q=8&amp;wt=150&amp;un=1b&amp;kq=68">http://calorieslab.com/burned/?mc=se&amp;gr=15&amp;li=sports&amp;q=8&amp;wt=150&amp;un=1b&amp;kq=68</a> to see how many calories you burn during an exercise you take part in – note it down.	It is recommended that you take part in 5 hours of exercise each week. Measure and record the exercise you do in one week.	Draw an example of an omnivore, herbivore and carnivore. Then show something that each animal would have in their diet.	Go on a mini-beast hunt. Draw and label any animals found. Do they have an exoskeleton?
<b>Creative Arts</b> – Art, Design, Drama, Music, Dance	Draw a picture of somebody taking part in an exercise. How will you show that they're moving?	Compose / choreograph a new song and dance about food that will keep you active & make exercise fun.	Design and make a food package that gives important nutrition information to the customer	Create a board game that encourages children to eat well.
<b>Math &amp; Problem Solving</b> - Math, Thinking Skills, Logic, Problem solving	Use a selection of fruit/vegetables to demonstrate a chosen times tables (e.g. 2x tables with sets of 2 cherries)	Investigate how many cups of water you should drink in one day. How many should you drink per week? What about in 2 weeks?	Make a survey of people's favourite healthy snack. Create a graph (bar chart) showing your results.	Calculate the number of calories you eat in a whole day * Link to food diary

# Edible Playgrounds

- 2 planting cycles every year
- Opportunity to plant, watch and taste produce grown.
- Integrated into science curriculum or linked to stories

Watch out for opportunities to come and work with your child(ren) in this fantastic resource

If you are particularly green-fingered and willing to offer your expertise, please **contact Mrs Pratt.**



# Safety

## E-Safety

- Gaming – age appropriate
- Youtube Channel
- WhatsApp
- Cyberbullying (exclusion of children)
- TikTok/SnapChat
- <https://www.youtube.com/watch?v=sz4EyUMUTro> ESAFETY VIDEO



Please do not bring in any smart watches

### Talking to your child about online safety

Advice on how to start the conversation and get support if you're worried.



# A few final reminders ...

- Parent Mail login / contact (including junk)
- Emergency Contact form-
  - it's vital that we have two contacts
  - Make sure you are getting emails (and not going into junk!)
- Uniform: available from Mr Wagstaff [mikewagstaff56@gmail.com](mailto:mikewagstaff56@gmail.com) or from the school office
- Nut free, chocolate free school, healthy snacks (water only)
- Talk to us!



**Thank you and AOB**