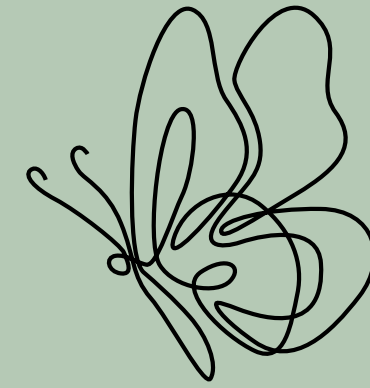




# HOLLY CLASS

## YEARS 3-6

**Kindness ~ Resilience ~ Courage ~ Respect ~  
Independance ~ Honesty**



# The Team



Mrs L Sherratt  
Acting Headteacher



Mrs S Jones  
Teacher



Mrs V Mehay  
Education Support  
Assistant



Mr G Robson  
Pastoral Lead  
Education support  
Assistant



Miss S Patara  
Education Support  
Assistant

# Designated Safeguarding Leads



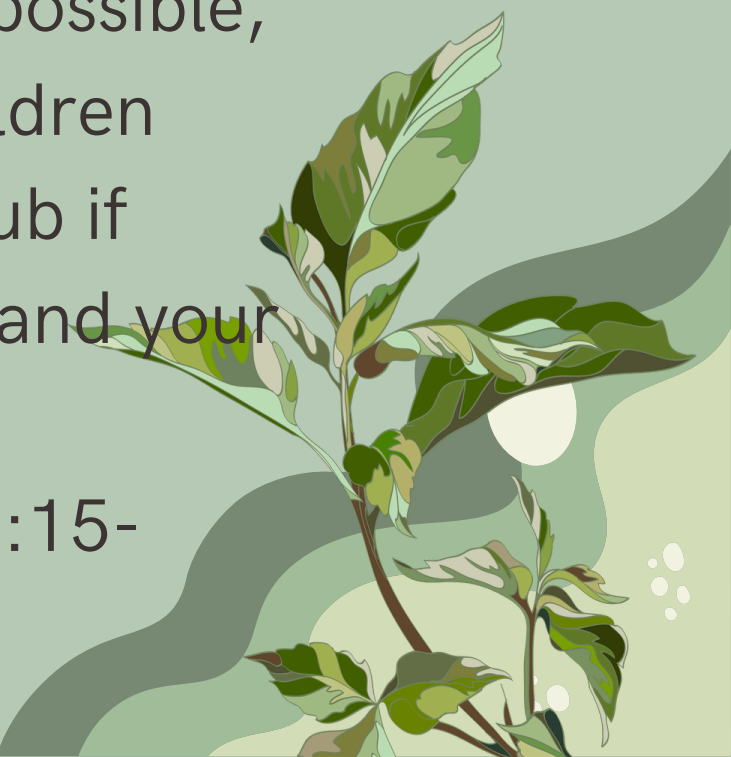
Mrs L Sherratt



Mr G Robson



# Start and End of the school day

- The top gate will open from 8:40 until 8:50am for the children to arrive in the morning.
  - After 8:50am children will need to be signed in at the office from the main gate.
  - Breakfast club starts at 7:45am until 8:40am. Any children arriving before 8:40am will be put into breakfast club and your account will be charged.
  - Both Breakfast club and After school club can be booked via the Arbor App.
  - The gate will open at 15:10pm until 15:25pm for the children to be collected.
  - After 15:25 children will need to be collected from the office/After school club.
  - If you are running late, where possible, please let the office know. Children will be put into after school club if they are not collected on time and your account will be charged.
  - After school club runs from 15:15-16:30pm
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- 



# Typical school day

Morning maths and register 8:40 – 9:00

Guided Reading 9:00 – 9:30

Maths 9:30 – 10:30

Playtime 10:30 – 10:45

Literacy 10:45 – 11:45

Lunch 11:45 – 12:45

Register and Class Novel 12:45 – 13:00

Foundation subject e.g. History, Geography. 13:00 – 15:00

Get ready for home 15:00 – 15:15

Doors open for the end of the day 15:15

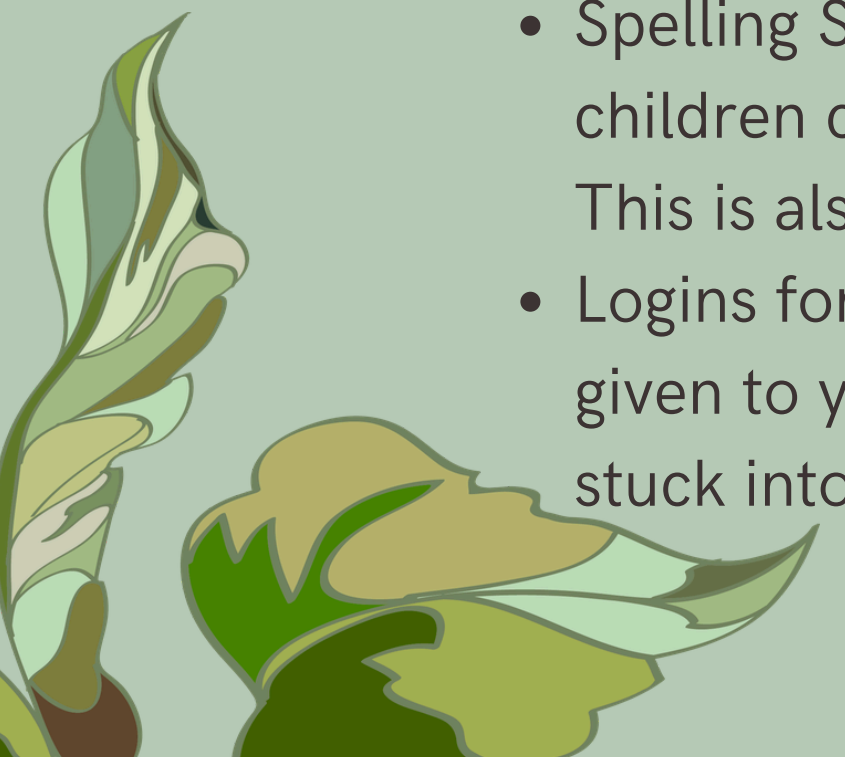
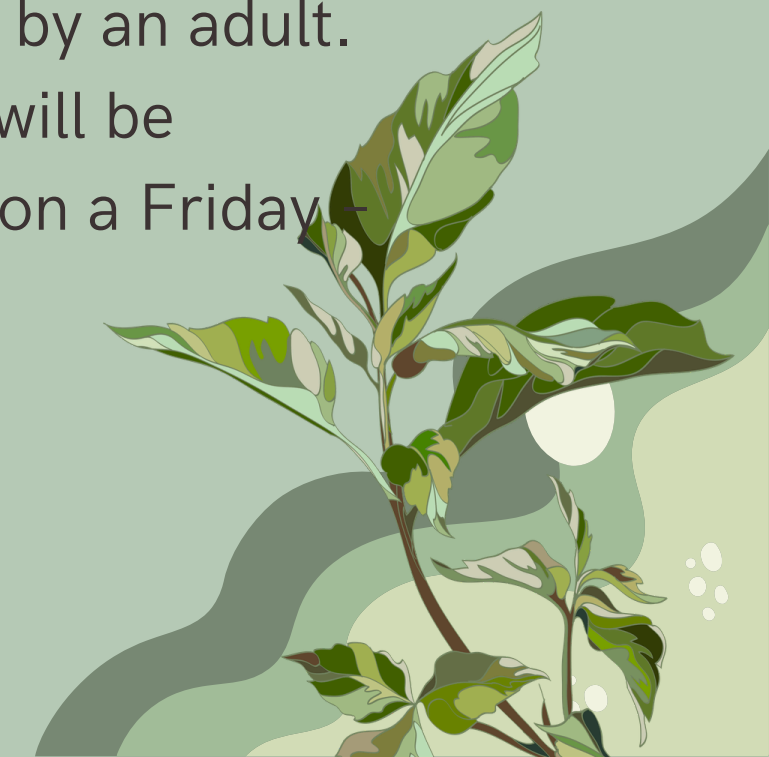
.Revision activities –



If your child has additional interventions, these will take place throughout the school day.



# Routines and Expectations

- Times Table Rockstars (TTRS) is an online website to support your child with their knowledge and recall of times table facts. We suggest that your child accesses this regularly and there will be competitions throughout the year. Rewards are given weekly to celebrate their hard work.
  - Spelling Shed is an online platform where children can practise the spelling rules taught. This is also rewarded and celebrated weekly.
  - Logins for TTRS and Spelling Shed will be given to your child in September. They will be stuck into the back of their reading record.
  - 99 Club is an initiative used across school to increase children's speed and recall of key facts. It is completed weekly and children will receive a certificate when they have completed one of the clubs.
  - Children are expected to read five times a week. At this age the children can read independently and have it signed by an adult.
  - Those children who achieve this will be rewarded with an extra playtime on a Friday – we call this Readers' Treat.
- 
- 



# Routines and Expectations

## PE

- Children are to come to school wearing their PE kits on a Monday and a Wednesday.
  - Swimming will be finalised in the new academic year.
- 

## SATS

- SATs week is Monday 10 th May Thursday 13 th May.
  - We will complete lots of practise assessments beforehand to ensure the children feel confident and ready for SATs week.
  - By the time SATs week arrives, we will have made sure that every child has the support they need (even scribes or readers) to enable them to have a successful SATs week.
- 



# Uniform

- All children need to be wearing school uniform.
  - PLEASE label all uniform, including shoes and accessories.
  - Children do not need to wear uniform with the school logo on. It can be bought from any high street shops/supermarkets that sell uniform.
  - The PTFA will sell second hand uniform throughout the school year.
  - Plain black school shoes or black trainers. Please try to purchase trainers that are fully black or with simple white soles/small design (no neon or bright coloured trainers please)
- 
- 



# Uniform

- Every child will need a PE kit to wear for every PE lesson.
- Black/navy shorts.
- Plain white or blue T-shirt or a Blue Buildwas PE t-shirt.
- Black/navy tracksuit bottoms and a warm top for cooler weather.
- Trainers/ Pumps

Children are allowed to wear one pair of plain, small stud earrings in the lobe of each ear. These must be removed by the child before PE lessons. If they are unable to remove earrings themselves, please provide your child with plasters or tape which they can use to cover up their own earrings before PE lessons.

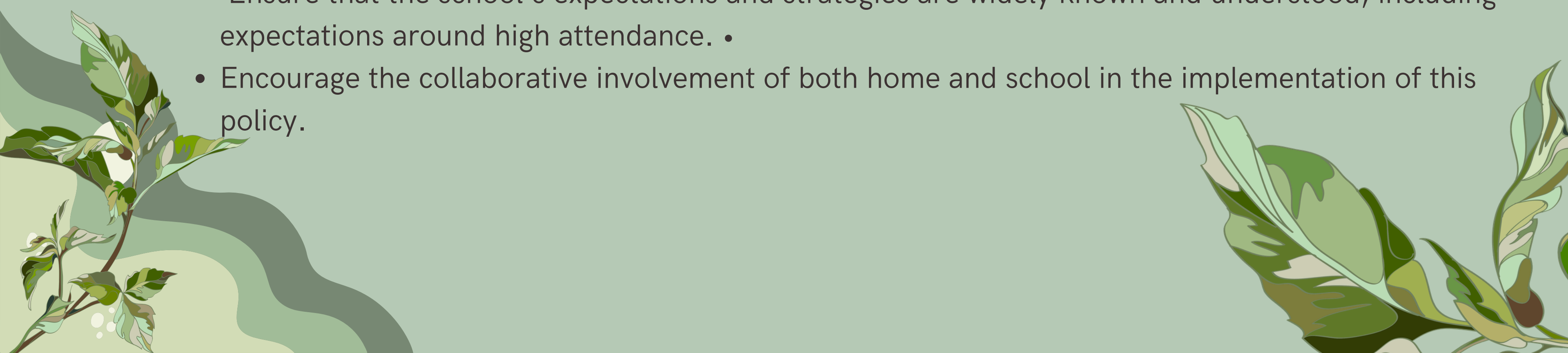




# Behaviour Expectations

Our behaviour policy is available on our website.

We strive to:

- Create an environment which encourages and reinforces good behaviour.
  - Promote self esteem, self discipline and positive relationships.
  - Promote the emotional health and wellbeing of the children in our care.
  - Ensure that the school's expectations and strategies are widely known and understood, including expectations around high attendance. •
  - Encourage the collaborative involvement of both home and school in the implementation of this policy.
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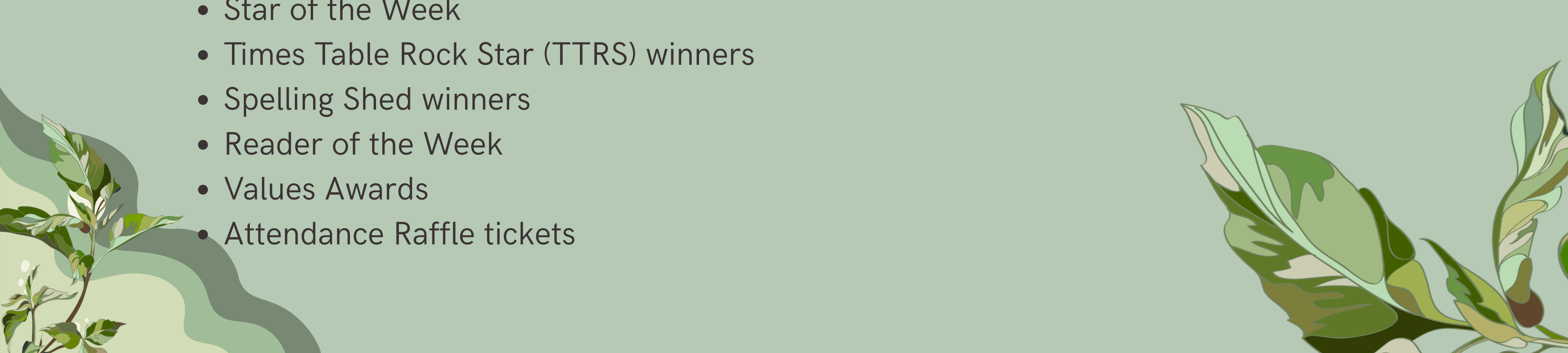


# Behaviour Expectations

Children work towards getting Dojos for displaying correct behaviour expectations. Rewards are given when children reach 100, 200 and 300 dojos.

Children collect Stars for their Star charts (10 in total) for great work.

Celebrating children's successes:

- Star of the Week
  - Times Table Rock Star (TTRS) winners
  - Spelling Shed winners
  - Reader of the Week
  - Values Awards
  - Attendance Raffle tickets
- 

# Curriculum

|           | Autumn 1                                                                                             | Autumn 2                                           | Spring 1                                                                                                                                                                                                               | Spring 2                                                            | Summer 1                                                                                                                                                                           | Summer 2                                                           |
|-----------|------------------------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| English   | Recount<br>Biography                                                                                 | Narrative<br>Poetry                                | Explain and Persuade<br>Dialogue                                                                                                                                                                                       | Non-chronological<br>report<br>Character profile                    | Narrative flashback<br>Writing from a<br>different viewpoint                                                                                                                       | Adventure writing<br>Non-chronological<br>report                   |
| Maths     | Place value<br>Addition and Subtraction<br>Multiplication and Division<br>Fractions<br>Area (Yr 3/4) |                                                    | Multiplication and Division<br>Fractions<br>Length and perimeter (Yr 3/4)<br>Mass and capacity (Yr 3/4)<br>Decimals (Yr 5/6)<br>Area, perimeter and Volume (Yr 5/6)<br>Fractions, decimals and percentages<br>(Yr 5/6) |                                                                     | Shape<br>Geometry: Position and direction<br>Statistics<br>Time (Yr 3/4)<br>Decimals (Yr 3/4)<br>Money (Yr 3/4)<br>Ratio (Yr 5/6)<br>Algebra (Yr 5/6)<br>Converting units (Yr 5/6) |                                                                    |
| Science   | Rocks and Soils                                                                                      | Movement and<br>Nutrition                          | Digestion and Food                                                                                                                                                                                                     | Evolution and<br>Inheritance                                        | Classifying big and<br>small                                                                                                                                                       | Making connections -<br>does hand span affect<br>strength?         |
| History   | British history 1: Would you prefer to live in<br>the Stone Age, Iron Age or Bronze Age?             |                                                    | British history 4: Were the Vikings raiders,<br>traders or something else?                                                                                                                                             |                                                                     | British history 6: What was the impact of<br>World War II on the people of Britain?                                                                                                |                                                                    |
| Geography | What are rivers and how are they used?                                                               |                                                    | Why do oceans matter?                                                                                                                                                                                                  |                                                                     | Where does our energy come from?                                                                                                                                                   |                                                                    |
| Art       | Drawing - Developing drawing skills                                                                  |                                                    | Drawing - Exploring tone texture and<br>proportion                                                                                                                                                                     |                                                                     | Drawing - Depth, emotion and movement                                                                                                                                              |                                                                    |
| DT        | Textiles: cushions or Egyptian collars                                                               |                                                    | Structures: Helmets                                                                                                                                                                                                    |                                                                     | Cooking and Nutrient: Come dine with me                                                                                                                                            |                                                                    |
| PSHE      | Being me and my<br>world                                                                             | Celebrating<br>Difference                          | Dreams and Goals                                                                                                                                                                                                       | Healthy Me                                                          | Relationships                                                                                                                                                                      | Changing Me                                                        |
| Computing | Programming: Scratch                                                                                 | Further programming<br>using Scratch               | Programming: Scratch<br>music                                                                                                                                                                                          | Computer systems<br>and networks                                    | Programming: Scratch                                                                                                                                                               | Creating media                                                     |
| French    | French greetings with<br>puppets<br>Playground games                                                 | French adjectives of<br>colour, size and<br>shapes | In a French classroom                                                                                                                                                                                                  | Portraits: describing<br>in French                                  | Meet my French<br>family                                                                                                                                                           | Clothes - getting<br>dressed in French                             |
| PE        | Orienteering<br>Netball                                                                              | Football<br>Tag Rugby                              | Swimming<br>Dance                                                                                                                                                                                                      | Inclusion Games<br>Gymnastics                                       | Rounders<br>Golf                                                                                                                                                                   | Tennis<br>Athletics                                                |
| RE        | Where do we get our<br>morals from?                                                                  | Is scripture central<br>to religion?               | Why is the Bible the<br>best-selling book of<br>all time?                                                                                                                                                              | Why are some places<br>in the world<br>significant to<br>believers? | Why do people have<br>to stand up for what<br>they believe in?                                                                                                                     | Why do Dharmic<br>religions look<br>different around the<br>world? |
| Music     | Mountain melodies,<br>steps and leaps                                                                | Inspired by India,<br>musical improvisations       | Singing in parts, loops<br>and layers                                                                                                                                                                                  | 3 chord pop, playing in<br>a band                                   | Samba sounds,<br>rhythm and groove                                                                                                                                                 | Four chord pop,<br>playing in a band                               |



# Trips and Visits

Shropshire Discovery centre

Panto

Sealife centre

Exotic zoo



Residential

THANK  
YOU

