



WILLOW CLASS

YEARS N-2

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

The Team



Mr Perks
Class Teacher



Mrs S Jones
Teacher



Mrs Jefimik
Early



Mr G Robson
Pastoral Lead
Education support
Assistant

Designated Safeguarding Leads



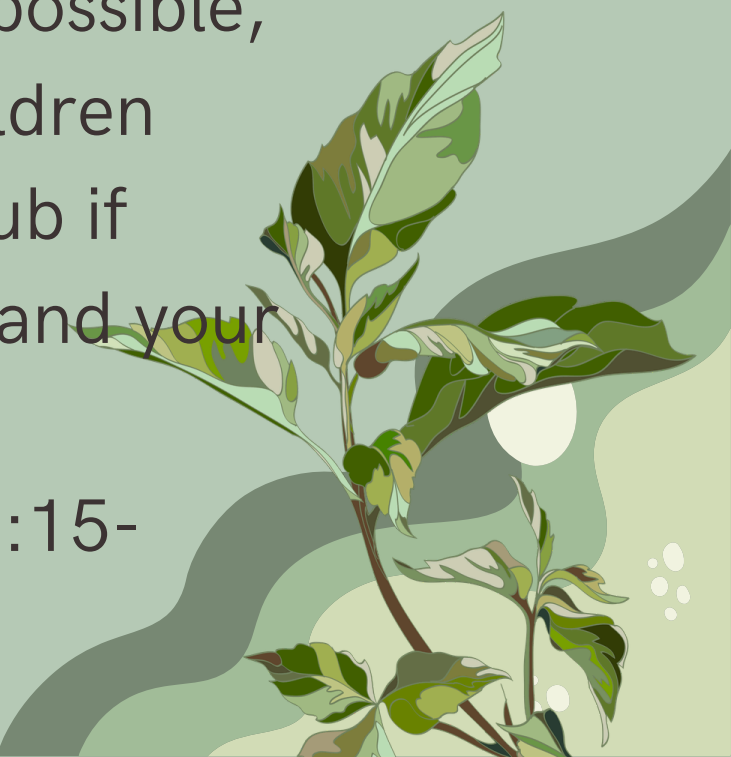
Mrs L Sherratt



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 tasks and register 8:40 – 9:00

Phonics/spelling and 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

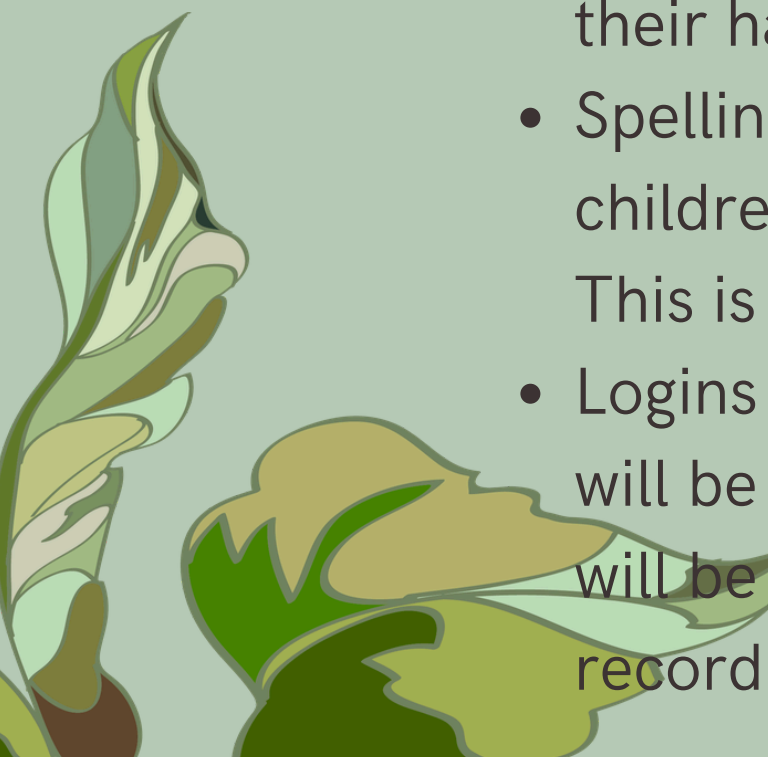
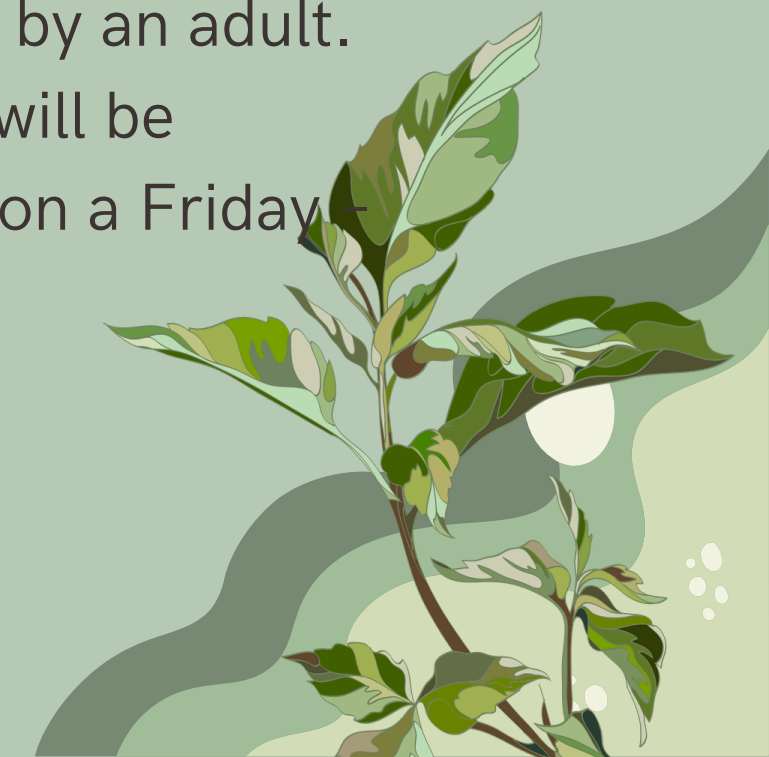
.Revision activities –

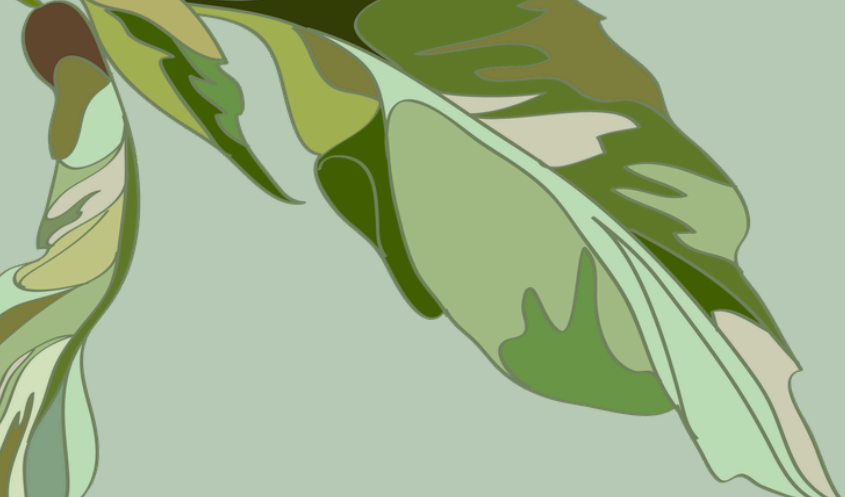


If your child has additional interventions, these will take place throughout the school day.



Routines and Expectations

- Numbots and Times Table Rockstars (TTRS) is an online website to support your child with their knowledge and recall of key mathematical facts and 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 Numbots/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.
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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.
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Phonics

- Phonics screening will be week commencing 7th June.
 - We will complete lots of practise assessments beforehand to ensure the children feel confident and ready for phonics screening.
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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)
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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.

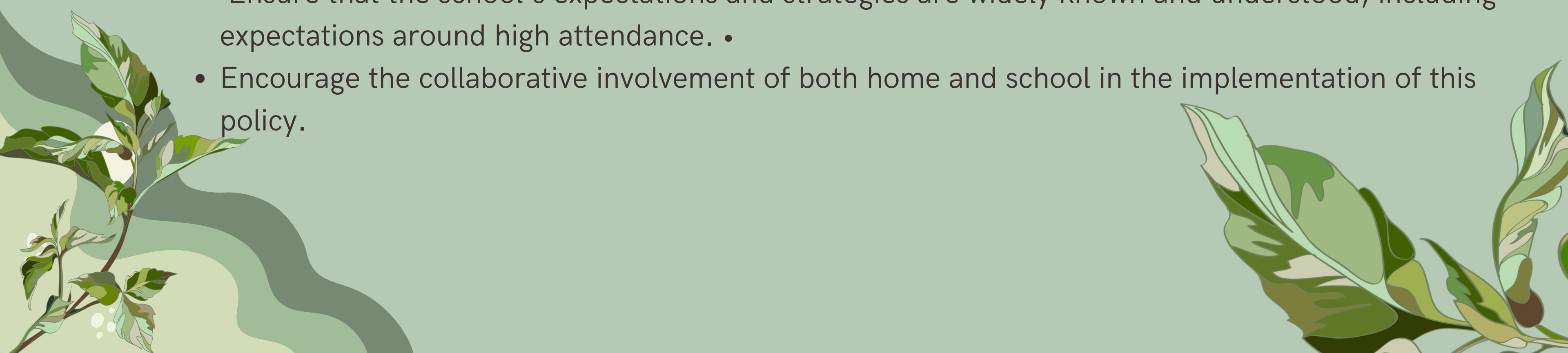




Behaviour Expectations

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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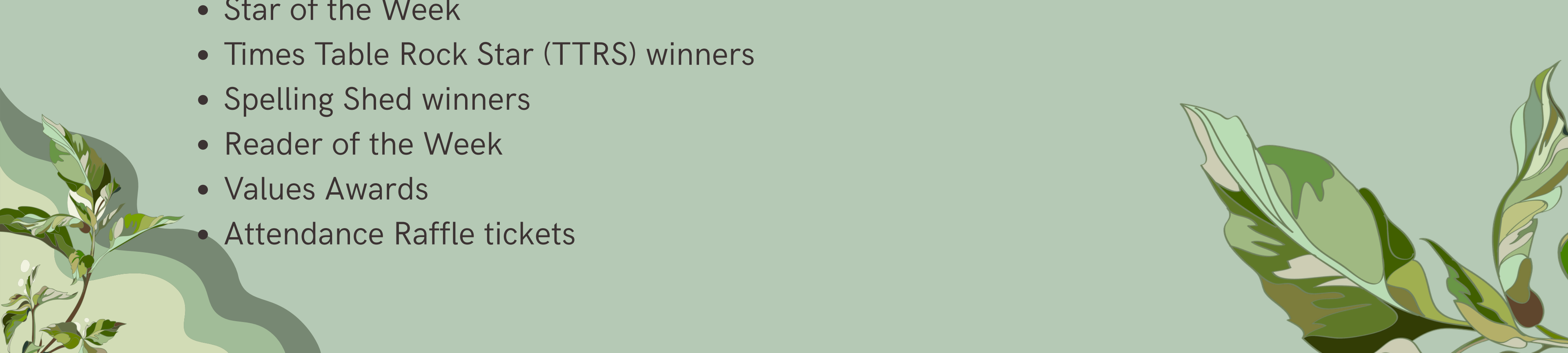


Behaviour Expectations

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
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Curriculum

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



Trips and Visits

Shropshire Forest school

Panto

Exotic zoo



Blists Hill school visit

THANK
YOU

