



*Welcome to Class 4...*



*The regulars...*

*Miss Court*

*Mr Doman*

*Mrs Reynolds*

*Mrs Kirkman*

*Mrs Cox*

*Mrs Smith*

*Our core business is learning*

A background image showing a group of children in a circle, with their arms raised, suggesting a group activity or dance. The image is faded to allow text to be overlaid.

# *Please make sure that.*

- *Correct uniform*
- *Suitable, plain and appropriate PE kit -*  
*PE days are Tuesday and Thursday*
- *An all weather coat*
- *Book bag/School bag*
- *Plenty of sleep and a full stomach*



# *A Typical Day*

9:00

*Register/Handwriting/Reading/Times Tables*

9:30 - 12:00 (15 min break)

*Core Subjects - English and Maths*

13:00 - 15:15 *Foundation Subjects - the rest*

*With handwashing throughout the day at key transition times.*

Maths

Place Value

Four Operations

English

*How can we share the tales of the signs and scars on our landscape?*

Vocabulary development

Poetry

Information Writing

Narrative

Guided Reading

*How has a sense of time and place been captured in writing?*

The Listeners by Walter de la Mare

The Way Through the Woods by Rudyard Kipling

Trees: A Rooted History by Piotr Sucha and Wojciech Gajdański

Seig of the Dump by Clive King

PSHE

*Can we relate our experiences with the learning trail to those of the characters in the book?*

The Bug, The Fox, The Mole and The Horse by Charlie Mackesy

Discussions and Journaling

Art

*How can line be used to represent and express movement in our landscape?*

Botanical letters

Sketching and sculpting woodland trees

Studying, disappearing and creating talismans

How are we stronger together?

Signs and Scars on our Landscape

Trust and Collaboration

Class 4 Autumn Term 1

Science

*What impact have invading flora and fauna had on our landscape?*

Classification – A study of native and non-native living things

RE

*Can we say that people are simply bad or good, or are there shades in between?*

Moral concepts and values

Codes for living

Computing

*How can we use technology to shape our learning?*

Online safety

Re-introduction to Seesaw

Nature photography

Internet research

PE

*How can movement depict an ancient ritual?*

What skills does a leader need?

Dance, Netball and Leadership

Music

*How can we capture the sounds of our landscape?*

Creating a soundscape using rhythm and percussion

History

*How do the scars on our landscape tell us about pre-historic settlers?*

A study of the Stone Age, Bronze Age and Iron Age

Stone Age – case studies of Starva Brac and Strippie Stones

Bronze Age – case studies of Trevisker and Trethellan

Iron Age – case study of Bodrify



# *Autumn Term Recovery Curriculum*

*Refocus*



*Reconnect*



*Rekindle*

*e*



*Getting the children back on track for learning*

# *Character Curriculum - A Culture of Behaviour*

*An Unshakeable Commitment to Safety and Respect. All children have an entitlement to learn and never before has the need for focused, uninterrupted routines of learning been greater.*

*Refocus on acceptable  
'cultural norms' and adults  
model them consistently.*

*Reconnect with acceptable  
behaviours and expectation for  
positive learning attitudes.*

*Rekindle a  
purposeful learning  
environment.*



# *Reading As The Unlocker for Everything We Do*

*Refocus* - children have lost the habit of actively learning. We need to support them with focus and self-efficacy.

*Reconnect* with patterns of practice at home ~ it is essential children practise reading at home in order to build confidence, close the gap and get back on track. Keep up not catch up!

*Rekindle* a love of books - the importance of *The Love Reading Journal* and how to use it.





*Digital Strategy*  
*Being ready for*  
*learning no matter*  
*what...*

*Home Learning is no longer about homework. It is a security net to enable learning to continue if a child cannot access classroom learning for any reason. Please ensure your child is logged in and engaged with home learning tasks so it becomes routine and they are connected to their teacher and peers.*



# *A Classroom of Marvellous Mistakes*

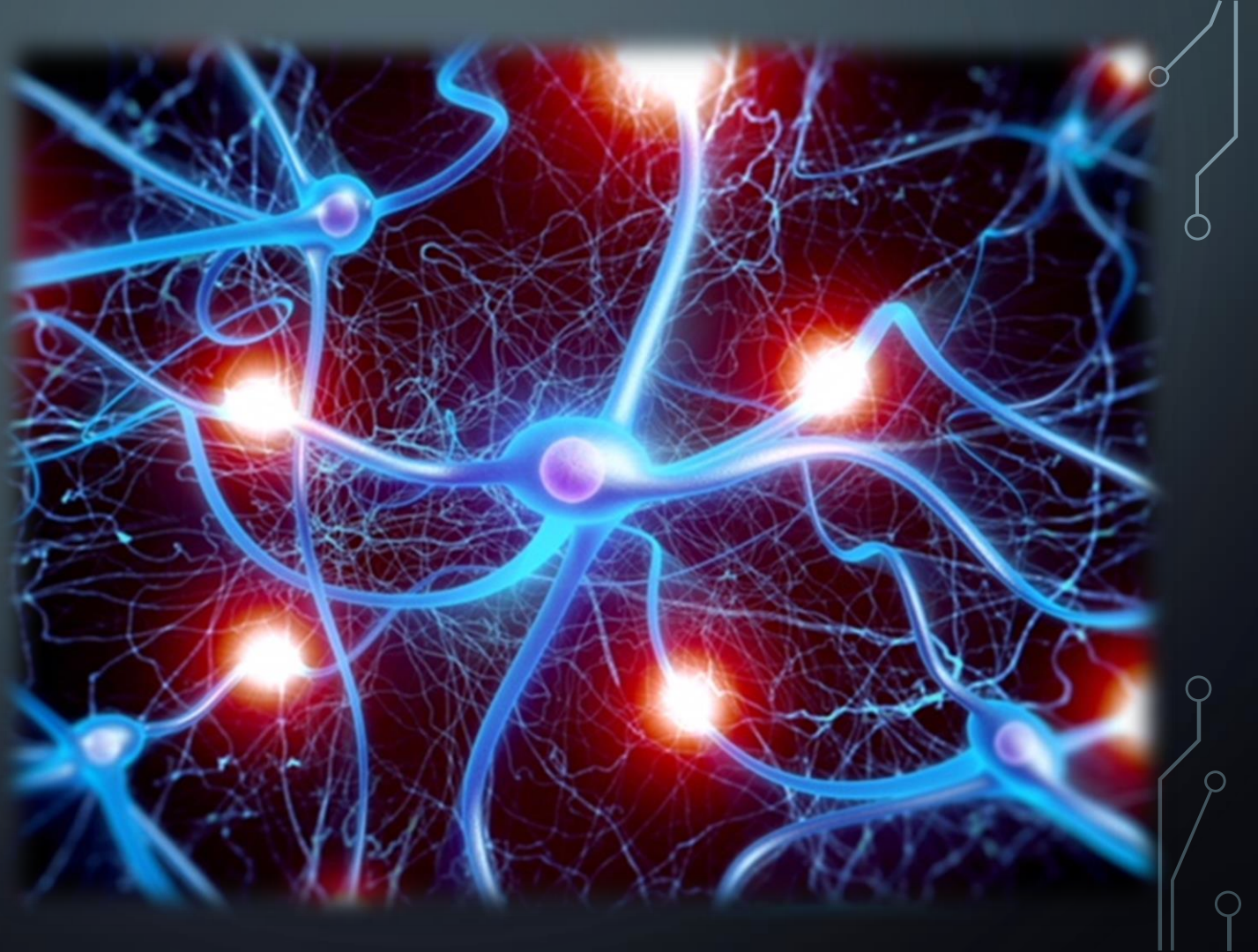


Imagine You Had To Grow A  
Brain...





We are all  
growing new  
connections  
in your  
children's  
brains every  
moment of  
every day.



We are literally sculpting brains.





# MINDSETS:

## Fixed mindset:

- Belief that ability is fixed
- People are born smart/sporty, etc.
- Depressed after failure
- Puts in less effort
- Doesn't try new strategies

## Growth mindset:

- Belief that people can grow and develop
- Sees failure/setback as a learning opportunity
- Puts in effort and persists
- Tries alternative routes to success





## WHAT WILL GROWTH MINDSET LOOK LIKE IN YOUR CHILD'S CLASSROOM?

- There will be a significant shift in how we mark and give feedback
- There will be a huge focus on looking at examples of excellence and drawing out the components or Success criteria
- Children will be encouraged to seek out challenge and embrace mistakes
- There will be regular, direct teaching of growth mindset.



## OUR MINDSET CURRICULUM IS DESIGNED TO DEVELOP:

- resilience
- a desire to be challenged
- high quality talk and collaborative learning within the classroom
- independent learners who understand their accountabilities
- strategies to success so that everyone is enabled



*SATs*

*Maths, Reading, SPaG*

*Monday 10<sup>th</sup> – Thursday 13<sup>th</sup> May 2021*

*Writing*

*A variety of Booster Clubs will be offered for the Year 6 children closer to the time and children will be given a set of revision books.*





*Throughout the year we will be using seesaw to share learning. This will include classroom learning and home learning tasks.*



# E Safety

Regular lessons - importance of E-Safety, how to stay safe online

Filters that are provided by SWGfL

Tell an adult if they see anything inappropriate

Children told never to share passwords and the danger of sharing personal information online

Participation in Safer Internet events and whole school assemblies addressing the issue

Regular staff updates to keep all staff informed of the most recent developments

Yearly reviews of School Internet Safety Policy conducted by school leadership and governors

# Reading

Children will have a range of opportunities in class to support their reading:

- Guided Reading lessons with individuals, groups and to the whole class.
- Time to read independently.
- Being heard and supported individually by adults.
- Reading aloud to the rest of class.
- Reading at home at least four times a week.
- Love Reading Books





*Any questions or concerns,  
please contact us.*