

It is with great sadness that we mourn the passing of our beloved Queen Elizabeth II.



Essex marks the death of Her Majesty Queen Elizabeth II

Essex County Council joins the nation in mourning the death of Her Majesty Queen Elizabeth II, our longest reigning monarch.

Flags at County Hall will be flown at half-mast. More information about how and where residents can sign the official Book of Condolence will be shared shortly.

Chairman of Essex County Council, Councillor Eddie Johnson, said: "We are deeply saddened to hear that Her Majesty Queen Elizabeth II has passed away.

"We would like to pay tribute to Her Majesty's life-long commitment to public service as the longest-reigning monarch in history. Her loss will be felt throughout the county, the country and the world.

"Flags are being flown at half-mast at County Hall and a letter of condolence will be sent to the Queen's personal secretary expressing our sympathies."

Leader of Essex County Council, Cllr Kevin Bentley, said: "Our sincere condolences are with the Royal Family following the death of Her Majesty Queen Elizabeth II.

"The Queen has had a tremendous 70-year reign and made an incredible contribution to our great county during her time as Monarch. Whether this be inspiring residents during her visits, helping us to celebrate important milestones or simply shining a spotlight on the unique landmarks and things that Essex is most famous.

"The death of Her Majesty will be felt across the world, but I know I speak on behalf of my cabinet colleagues and members of my group when I say her memory will live on through the lives she has touched and her unwavering dedication to the people of this country."

Message from Headteacher



Welcome back from a very hot summer holiday! We trust that you have all had a very peaceful and rested holiday.

We are deeply saddened by the news of the passing of our beloved Queen Elizabeth II. Pupils attended an assembly this morning to commemorate her life and think about all the good Her Majesty has done throughout her 70 year reign as Monarch of Britain.



School Improvement and Developments

During the summer holiday, the school was very busy with improvements and developments. We now have two brand new classrooms (with air conditioning and solar panels), which Key Stage 1 pupils will be using. Computing will also be taught in one of the classes to all year groups.



We had a slight delay due to the finding of Great Crested Newts, which are a European protected species, resulting in an Ecological team visiting the school and building two hibernacula to rehouse the newts.

Key Stage 2 (Block B) has also seen the replacement of the ramp and decking as part of Health and Safety improvements. Access Fire Engine gates have also been installed by the Key Stage 2 classrooms.



In a few weeks' time, we are looking forward to the installation of the multi-sports' goalposts, inclusive of multi-sports' playground markings and a new Adventure Trail to replace the current one in the coming weeks. This will further increase the importance of teaching of PE and sports.



A new fence will also be installed at the front of the school to make the premises more secure.

School Core Offer

As a small school, we appreciate that we have a very different "School Core Offer" compared to other schools - and sometimes perceived as implicitly small, especially as the contexts of schools are all unique. Schools' Core Offers will thus be different and at best of times also create disappointment, when compared. We, therefore, urge parents not to complain if we cannot compete with what other schools offer, as we are directly impacted by staffing numbers, finances, resources, Risk Assessments (which need to be approved online via the Local Authority), school priorities and management of time, etc. This is particularly true regarding additional sporting events. The staff are working extremely hard to manage workload effectively for a small school and to provide valuable learning experiences for your child. Staff have proven last year to have gone above and beyond.

Schools are very much like restaurants – they all have different menus (and we all have our favourite menus too!). Some individuals might prefer a vegetarian option, others more adventurous carnivorous or omnivorous ones, and some may even prefer simplistic culinary artworks to feast their senses on. Whatever the choice, it is personal and should be respected, both by the individual making the choice and the person offering the "menu." Said in another way, if you were to go shopping at a supermarket and you don't find the product you need, you will continue your search.

We sadly received a resignation from Mrs Eyo (HLTA/Assistant SENCO) during the holiday and are in the process of recruiting to fill this position.

We are looking forward to the new academic year and working collaboratively with our parent community, the Epping Forest School-Led Partnership, the Local Authority's School Effectiveness Partner, and the Church of England Adviser. Our School Development focus this year will be on the quality of Teaching and Learning.

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Attendance

We are focusing on the Quality of Teaching and Learning and therefore have to stress the importance of attendance, as when pupils are not in school, they miss out on valuable teaching and learning time. It is very positive to see the good progress made last academic year, following the COVID pandemic, to close the attainment gap. However, pupils still need to diligently persevere to meet the government's Age Related Expectations. Pupils need to read at home daily to develop reading mileage, fluency and comprehension.

Our school **Attendance Target is 96%**. It is imperative that pupils attend regularly as this is mandatory. Leave of absence cannot be granted during term time for holidays and may result in penalty notice fine. Please book holidays during holiday periods. Pupil attendance will be monitored by an independent Educational Welfare Officer to improve on the school's general attendance data.



A reminder of school times:

In maintained schools, the Governing Body is responsible for setting and agreeing the length of the school day, including session times, as long as every school day has two sessions divided by a break. This is set out in the Department for Education's guidance on school attendance.

The Governing Body has considered and discussed proposals, following the government's publication of the White Paper, and has agreed the timings of the school day.





	School gates open	School gates close	Registration closes	End of the school day
Monday	08:30	08:40	08:45	15:20
Tuesday	08:30	08:40	08:45	15:20
Wednesday	08:30	08:40	08:45	15:20
Thursday	08:30	08:40	08:45	15:20
Friday	08:30	08:40	08:45	15:00

We do not have after school care facilities available, so please collect your child(ren) on time.

Also, no holiday leave will be authorised during school term times. Please arrange holiday bookings during holiday periods. Unauthorised absence from school can result in a penalty notice fine.

House Points

All pupils will be allocated to a House group to earn merits throughout the year. Siblings will be put into the same House group. Our four Houses are:

			
Ants	Badgers	Locusts	Lizards

Weekly Merits

Weekly merits will be awarded for:

Reader of the week	Writer of the week	Mathematician of the week	Scientist of the week	Star of the week	Pen licence
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Friday Merit Assemblies

Parents will be invited to the Friday Merit assembly once a half-term, to attend their child's class assembly. Only attend the assembly for your child. Photographs and recordings are not permitted during these assemblies due to the Safeguarding procedures and policy.

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Friday, 30.09	Years 5 and 6	Indigo-Violet Class
Friday, 14.10	Years 3 and 4	Green-Blue Class
Friday, 21.10	Years 1 and 2	Orange-Yellow Class
Friday, 11.11	Years 5 and 6	Indigo-Violet Class
Friday, 18.11	Years 3 and 4	Green-Blue Class
Friday, 09.12	Years 1 and 2	Orange-Yellow Class
Friday, 16.12	Reception and Year 1	Red-Orange Class

Half-term's Value

Our core value this half-term is: **THANKFULNESS**. Reverend Sam Brazier-Gibbs will be delivering Assemblies every two weeks on Wednesdays.



Big Question of the Week

The whole school will focus on a "Big Question of the Week" every Tuesday as part of their Class Assembly. This is to facilitate and stimulate discussions.

W/B 05.09	What is Courage ?
W/B 12.09	What do Christians believe?
W/B 19.09	What is democracy ?
W/B 26.09	What does heaven look like?
W/B 03.10	What do we learn about religions in school?
W/B 10.10	What is creation?
W/B 17.10	How do we know that Dr Walker's is a Church of England school?
W/B 31.10	What is Creativity ?
W/B 07.11	What events do Christians celebrate?
W/B 14.11	What is The Rule of Law ?
W/B 21.11	What is Advent?
W/B 28.11	What is the difference between being spiritual and being religious?
W/B 06.12	What is Epiphany?
W/B 12.12	Has the COVID pandemic changed the world?

Curriculum

We follow a two-year rolling cycle, due to mixed year groups in each class. This is normal for small village schools, and also includes the splitting of year groups. We have consulted the School Effectiveness Partner and also liaised with our Partnership schools to further develop and improve our Curriculum, with a focus on the Quality of Teaching and Learning.

EYFS	Reception pupils will be engaged with their free-flow development learning and supported by class staff – this only applies to Reception, not Year 1.
KS1	The core English and Maths curriculum for KS1 will be taught by splitting Year 1 and 2 pupils respectively for their lessons and not taught as mixed classes. Miss Seeley will be teaching Maths this half term for KS1 pupils and Miss Curtis the English. This arrangement will alternate after the half-term.
KS2	Mrs Vorster (Maths Lead) and Mrs Dean (English Lead) will be teaching Maths and English respectively to both the two KS2 classes and then swapping around every half-term. This will help with moderation. Pupils will be taught their Foundation subjects by their registration teacher.

PE and Computing will be taught by Specialists to all pupils. PE by Mr Sam Jarvis (Sports Coaching Specialists) on Tuesdays and Wednesdays and Computing by Mr Paul Alexander (Primary Computing PPA Cover) on Tuesdays.

Coverage of National Curriculum as follow:

- **English** - Curriculum designed by Jonathan Bond Education Consultancy Ltd.
- **Reading** - We will be implementing Accelerated Reader, whereby pupils read a book, take an online quiz, and get immediate feedback. Pupils respond to regular feedback and are motivated to make progress with their reading skills. It also forms a complete reading practice and assessment

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solution for pupils of all ages and abilities. Reading Record books will also be used to aid communication between school and home.

- **Phonics** - Little Wandle Letters and Sounds has replaced Letters and Sounds. We will have set phonics' groups according to ability and also additional support groups to facilitate the curriculum.
- **Maths** - we will continue using White Rose.
- **Religious Education** – we will start with the implementation of the New Essex Agreed Syllabus.
- **Science and Foundation subjects** - Cornerstones curriculum will be used with a topic focus. However, lessons will still be taught discretely in blocks, to show subject skills' progression.











Cornerstones is a fully sequenced and interconnected curriculum that develops across key stages to Year 6. The curriculum is ambitious in content and expertly crafted, with stringent sequencing and a web of multidisciplinary and subject connections. The curriculum is specially designed to help children build and sequence knowledge, without cognitive overload. The curriculum is carefully designed to help children learn and retain the required subject knowledge and skills in the correct sequence. Built on the national curriculum programmes of study, the curriculum begins with Big Ideas or higher-level concepts that steer the whole curriculum. These Big Ideas are broken down into smaller component parts, which we call aspects. Aspects are further broken down to form a robust knowledge and skills framework that underpins the whole curriculum. The framework provides you with clear endpoints and curriculum-related expectations, from the Early Years to Year 6. Cornerstones use the following curriculum terminology:

big idea	Higher-level, larger concepts that link subjects and connect the whole curriculum.
aspect	Key concepts and smaller component parts of larger concepts.
knowledge	Specific facts or truth components that include substantive, declarative or explicit statements.
skill	Use and application of composite knowledge. A skill statement will often contain implicit, procedural and disciplinary knowledge.

Core Subjects

	SUBJECT	SCHEME OF WORK	
	Phonics	Little Wandle Letters and Sounds	
	Reading	Accelerated Reader	
	English	Jonathan Bond	
	Maths	White Rose	
	Religious Education	Essex Agreed Syllabus	
	Science	Cornerstones	



Foundation (Non-core Subjects)

	SUBJECT	SCHEME OF WORK	
	Art & Design	Cornerstones	
	Design & Technology	Cornerstones	
	Geography	Cornerstones	
	History	Cornerstones	
	MFL (French) <i>only KS2</i>	Language Angels	

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	Music	Charanga	
	PSHE / RSHE	Goodness and Mercy / Kapow	 
	Computing	Primary PPA Cover	
	PE	Sports Coaching Specialists	

Additional

	Handwriting	Letter-join	
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School Uniform

- White shirt (not polo). Girls can wear a white blouse.
- Grey shorts or grey trousers.
- Tartan skirt / checked kilt.
- Purple and white summer checked dress/pinafore.
- School tie.
- Purple jumper.
- Plain white or grey socks.
- Plain white or grey tights.
- Black shoes / black trainers / black ankle boots with no heels style shoes (these should not have colour on them and be plain).
- A coat - plain colours and styles are encouraged. No denim coats allowed.
- School book bag or school dispatch bag – backpacks are discouraged, as they can be large.

Please note:

- **Mark your child's clothes with a permanent marker to avoid issues with lost clothing.**
- Checked kilts available from school suppliers.
- There are no purple cardigans available from the school's suppliers.
- Elaborate sock frills/shirt frills are strongly discouraged.
- The school may supply purple tops with the school's name on them for external events, such as school trips or sports events.

P.E Kit items (Pupils are required to wear P.E. kits for the full day on Tuesday and Wednesday P.E days – two days per week).

- White or black polo shirt or white or black T-shirt.
- Black shorts (girls can also wear black skirts).
- Black jogging / tracksuit bottoms or leggings.
- Black sweatshirts/tracksuit
- Black plimsolls (optional footwear, for indoor PE lessons only, as an alternative to bare feet).
- Plain drawstring bag.
- Pupils to wear appropriate swimming trunks / for top (hoodies are not allowed).
- Trainers (comfortable a full day of wear, protective for active feet and no lights or other distracting features swimsuits and hair caps for swimming lessons).



P.E. Trainers

- To support parents/carers financially, we recognise the benefits of pupils having one pair of trainers for combined use at home and for school P.E. days.
- Therefore, we do not require P.E. trainers to be black or plain in design in the same way as shoes are worn as part of the school uniform.
- However, trainers must still be suitable for physical education so must be comfortable for full day wear, protective for active feet/use in games/sports, and have no parts that could harm pupils/distract pupils from learning, such as lights or heels.

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Reception



Year 1

Red-Orange
Class

Class Registration Teacher:

Miss Isabella Curtis

Message from Class Registration Teacher

Dear parents,

I hope you have had a lovely summer!


I am so excited to be teaching your children this year and getting to know their interests, likes and helping them to learn.

I would like to say a big well done to the children in Reception who have just started and for the children who have become year 1. They have settled in really nicely and I look forward to watching them grow!





I can't wait to see what the children achieve over the coming year!

Miss Curtis

Homework

Daily reading	<ul style="list-style-type: none"> Please listen to your child read for 20 minutes a day as this will support them with their phonics in particular with little wandle. We will aim to read with them at least three times a week so please make sure that they bring their reading books in to school.
Maths Skills	<ul style="list-style-type: none"> At the end of Reception, the children should be able to count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Please try and practise this at home. Children in year 1 will build up to count to and across 100 both forwards and backwards by beginning from any given number or with 0 or 1. Please practise counting from 20 onwards and building this up to best support them.
Handwriting	<ul style="list-style-type: none"> It is important that Reception are supported in beginning to write their name, starting with the first letter, moving on to their whole name. They will be writing letters following the sequence of little wandle: S, A, T, P etc. Year 1 will be following little wandle and practising the appropriate sounds and sentences.
Weekly spellings	<ul style="list-style-type: none"> Year 1 will be learning their common exception words and practising days of the week and months of the year.
Driver Project (Autumn 1) 	<p>YOU MUST COMPLETE AT LEAST ONE OF THE WRITING TASKS TO A HIGH STANDARD TO PRESENT TO THE CLASS</p> <ul style="list-style-type: none"> In Childhood History, the project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources. Compare toys you have now to toys that were around in the 1950's. What do you prefer and why? Look at a picture of you as a baby and look at you now. What is the same and what is different? Can you create a timeline by drawing pictures?

























Curriculum overview Reception / Year 1

Rec / Year 1	SUBJECT	KS1 Cycle A September 2022	TERM 1 AUTUMN	TERM 2 SPRING	TERM 3 SUMMER
	Handwriting	Letter-join		Module 1 (Reception) Module 2 (Year 1)	
	Phonics	Little Wandle Letters and Sounds		R - Phase 2 Year 1 - Phase 3 / 4 Review + Phase 5	R - Phase 3 Year 1 - Phase 5
					R - Phase 4 Year 1 - Review Phase 5 GPCs for PSC

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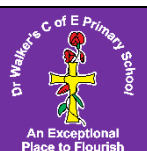
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	English	Jonathan Bond	REC	Early Writing Instructions		Early Writing Instructions	Composing a Sentence	Composing a Sentence	Beyond a Sentence
	English	Jonathan Bond	Year 1	Picture Stories	Picture Story Units	Longer Picture Story Units		Units of Work Fiction, non-chron, recount	
	Maths	White Rose		Place Value Addition and Subtraction Shape Consolidation Place Value Addition and Subtraction Shape		Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume Money Multiplication and Division Length and Height Mass, Capacity and Temperature		Multiplication and Division Fractions Positions and Directions Place Value (within 100) Money Time Consolidation Statistics Fractions Position and Direction Problem Solving Time	
	Religious Education	Essex Agreed Syllabus		<i>(Theology) What do Christians believe God is like?</i> <i>(Human and Social Sciences) How does a celebration bring a community together in the Christian and Jewish faiths?</i> <i>Christmas Focus (Theology): What does the nativity story teach Christians about Jesus?</i>		<i>(Philosophy) What do my senses tell me about the world of religion and belief?</i> <i>(Human Social Science) What happens in the daily life of a Hindu and Jew?</i> <i>Easter Focus (Theology): What does the cross mean to Christians?</i>		<i>(Theology) Who made the world?</i> <i>(Philosophy) How did the universe come to be?</i>	
	Science	Cornerstones		Everday Materials	Human Senses	Seasonal Changes		Plant Parts	Animal Parts
	Art & Design	Cornerstones		Mix It	Funny Faces and Fabulous Features	Rain and Sunrays		Street View	
	Design & Technology	Cornerstones		Shade and Shelter		Taxi!		Chop, Slice and Mash	
	Geography	Cornerstones		Our Wonderful World		PROJECT: Bright Lights, Big City!		Revision and Retrieval Practice	
	History	Cornerstones		PROJECT: Childhood History				PROJECT: School Days	
	Music	Charanga		Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	PSHE / RSHE	Goodness and Mercy Kapow		Y1/2: Family and relationships (Cycle A)	Y1/2: Health and wellbeing (Cycle A)	Y1/2: Citizenship (Cycle A) Y1/2 Economic wellbeing (Cycle A)	Health (G&M) 4. Keeping safe with screens Talking about feelings 'Making Planet Healthy'	Y1/2: Safety and the changing body (Cycle A)	Relationships (G&M) 4. My body worth keeping safe 5. My body worth keeping safe Y1/2: Transition (Cycle A)
	Computing	Primary PPA Cover		Unit 1 An introduction to ICT using Beebots and VR	Unit 2 Exploring the use of technology in school and in the community	Unit 3 Exploring Multimedia	Unit 4 Using technology to create, organise and manipulate digital content (Digital Literacy)	Unit 5 Exploring Coding & Programming	Unit 6 Debugging & problem solving (Computer Science)
	PE	Sports Coaching Specialists		<ul style="list-style-type: none"> Practical floor work Gymnastics – jumping, travelling, balancing (with and without equipment) Archery 		<ul style="list-style-type: none"> Ball work – pushing, patting, throwing, catching, kicking Dance – expressing selves. Combination of movements and gestures. Futsal/ HIIT sessions (2 weeks for each sport) 		<ul style="list-style-type: none"> Team Games – catching, throwing / simple games. Running, throwing and jumping. Frisbee (2 week slot) 	

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Year 1



Year 2

Orange-
Yellow Class

Class Registration Teacher:

Miss Lauren Seeley

Message from Class Registration Teacher



Dear parents,


It is lovely to welcome you all back! I hope you had a wonderful summer break and that you are looking forward to this new school year in our amazing new classroom!

I am very excited for the year ahead and I am extremely happy to be teaching your child this year! I also look forward to getting to know all of you better, by working with you to support, guide and teach your children throughout the year. This will enable us to show the children that we are a team and we are all aiming for the same thing- to achieve the very best for each individual child. Also, it teaches the children about respect, kindness and compassion.

I, for one, cannot wait to get this school year started, I am very excited for things to come and can't wait to see the fantastic work and progress that the children will achieve!

Miss Seeley

Homework




























<p>Daily reading</p>	<ul style="list-style-type: none"> It is important that your child reads for 20 minutes daily! This will aid their writing skills and ability to access the wider curriculum. It is important that as well as listening and reading to your child you also ask them a range of questions. Asking a range of questions will also help to develop their comprehension and inference skills. Pupils need to bring in their reading books daily as we have a reading session each day in class.
<p>Maths Skills</p>	<ul style="list-style-type: none"> Children need to know their 1s, 2s, 5s and 10s times table by the end of year 2. In year 1 they can start to practise this by beginning to learn these by simply counting in that number. For example: 2, 4, 6, 8, 10 etc They will then eventually build up to knowing them as times table. For example: 1 x 2 is 2, 2 x 2 is 4, 4 x 2 is 8 etc. Children should be able to fluently recall and use number facts up to 20 as well as derive and use related number facts up to 100. If they do not automatically know number bonds to 10 and 20- e.g. 6 + 4 = 10, 16 + 4 = 20, please continue to work on this at home.
<p>Handwriting</p>	<ul style="list-style-type: none"> It is imperative that your child form all of their letters correctly, using a consistent and regular font size. As part of project homework your child will be expected to produce a well presented handwritten piece.
<p>Weekly spellings</p>	<ul style="list-style-type: none"> Each week your child will be given 10 spellings that they will need to learn, these words will either be ones that they need to know from The National Curriculum or words that are linked to the phonics sounds that they are learning that week. They will be quizzed on these weekly (Friday mornings).
<p>Driver Project (Autumn)</p> 	<p>In Childhood History, the project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</p> <p><u>YOU MUST COMPLETE AT LEAST ONE OF THE WRITING TASKS TO A HIGH STANDARD TO PRESENT TO THE CLASS</u></p> <ul style="list-style-type: none"> Create a timeline of your own life, detailing the main milestones that you achieved- when did you start to walk, talk etc. Can you research and write some facts about childhood in the 1950s? Compare toys you have now to toys that were around in the 1950's. What do you prefer and why.

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Curriculum overview Years 1/2

Year 1/2	Year	KS1 Cycle A September 2022		TERM 1 AUTUMN		TERM 2 SPRING	TERM 3 SUMMER		
	Handwriting	Letter-join		Module 2 (Year 1) Module 3 (Year 2)					
	Phonics	Little Wandle Letters and Sounds		R – Phase 2 Year 1 – Phase 3 / 4 Review + Phase 5		R – Phase 3 Year 1 – Phase 5	R – Phase 4 Year 1 – Review Phase 5 GPCs for PSC		
	English	Jonathan Bond	Year 1	Picture Stories	Picture Story Units	Longer Picture Story Units	Units of Work Fiction, non-chron, recount		
	English	Jonathan Bond	Year 2	Fiction Non-Fiction Poetry		Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry		
	Spelling	Jonathan Bond	Year 2	Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess		Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess	Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess		
	Maths	White Rose		Place Value Addition and Subtraction Shape Consolidation Place Value Addition and Subtraction Shape		Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume Money Multiplication and Division Length and Height Mass, Capacity and Temperature	Multiplication and Division Fractions Positions and Directions Place Value (within 100) Money Time Consolidation Statistics Fractions Position and Direction Problem Solving Time		
	Religious Education	Essex Agreed Syllabus		<i>(Theology) What do Christians believe God is like?</i> <i>(Human and Social Sciences) How does a celebration bring a community together in the Christian and Jewish faiths?</i> <i>Christmas Focus (Theology): What does the nativity story teach Christians about Jesus?</i>		<i>(Philosophy) What do my senses tell me about the world of religion and belief?</i> <i>(Human Social Science) What happens in the daily life of a Hindu and Jew?</i> <i>Easter Focus (Theology): What does the cross mean to Christians?</i>	<i>(Theology) Who made the world?</i> <i>(Philosophy) How did the universe come to be?</i>		
	Science	Cornerstones		Everyday Materials	Human Senses	Seasonal Changes	Plant Parts	Animal Parts	
	Art & Design	Cornerstones		Mix It	Funny Faces and Fabulous Features	Rain and Sunrays	Street View		
	Design & Technology	Cornerstones		Shade and Shelter		Taxi!	Chop, Slice and Mash		
	Geography	Cornerstones		Our Wonderful World		PROJECT: Bright Lights, Big City!	Revision and Retrieval Practice		
	History	Cornerstones		PROJECT: Childhood History			PROJECT: School Days		
	MFL (French)	Language Angels							
	Music	Charanga		<i>Hey You!</i> (Joanna Mangona - an Old-School Hip Hop)	<i>Rhythm in the way we walk and Banana Rap</i> (Joanna Mangona and Jane Sebba – Freestyle)	<i>In the groove</i> (Joanna Mangona - an easy-to-learn song that demonstrates different styles of music)	<i>Round and round</i>	<i>Your Imagination</i> (Mangona and Pete Readman - a song about using your imagination)	<i>Reflect, Rewind and Replay</i>
	PSHE / RSHE	Goodness and Mercy Kapow		Y1/2: Family and relationships (Cycle A)	Y1/2: Health and wellbeing (Cycle A)	Y1/2: Citizenship (Cycle A) Y1/2: Economic wellbeing (Cycle A)	<i>Health (G&M)</i> 4. Keeping safe with screens Talking about feelings 'Making Planet Healthy'	Y1/2: Safety and the changing body (Cycle A)	<i>Relationships (G&M)</i> 4. My body worth keeping safe 5. My body worth keeping safe Y1/2: Transition (Cycle A)

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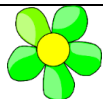


	Computing	Primary PPA Cover		Unit 1 An introduction to ICT using Beebots and VR	Unit 2 Exploring the use of technology in school and in the community	Unit 3 Exploring Multimedia	Unit 4 Using technology to create, organise and manipulate digital content (Digital Literacy)	Unit 5 Exploring Coding & Programming	Unit 6 Debugging & problem solving (Computer Science)
	PE	Sports Coaching Specialists		<ul style="list-style-type: none"> • Gymnastics – balance and co-ordination • Team Games – racket skills • Archery (2-week slot) 	<ul style="list-style-type: none"> • Dance – perform using patterns • Games – feeding and fielding games • Futsal/ HIIT sessions (2 weeks for each sport) 	<ul style="list-style-type: none"> • Athletics – running, jumping, throwing • Team Games – attacking and defending • Frisbee (2 week slot) 			

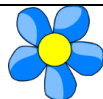
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Year 3



Year 4

Green-Blue Class

Class Registration Teacher:

Mrs Jenny Dean

Message from Class Registration Teacher



Dear parents,

It was lovely to see the children return to school on Monday, refreshed, looking smart in their uniforms and eager to share their summer holiday news! They have all settled in well and I am enjoying getting to know them. Please bear with me at the end of the day whilst I become familiar with your faces at hometime! Should your child's hometime arrangements alter, please ensure that you contact the office ahead of time so that we are made aware of this.

We will be navigating a new timetable to maximise learning and will focus on handwriting – to ensure that your child reaches their age-related targets; reading – both to promote a love of reading and to become fluent and confident readers; and times tables – rapid recall of multiplication facts and their inverse.

Our new curriculum will allow wider learning opportunities and experiences and we are looking forward to exploring our new driver projects!

Please read the newsletters to find out what else will be happening in coming weeks ...

Mrs Dean

Homework

Daily reading	<ul style="list-style-type: none"> Your child should be reading 6 days a week. It is expected that they read a minimum of 8 pages and record in their reading record book. In the comment section, they can record 3 high level vocabulary choices from the text that they have read to use in future writing.
Maths Skills	<ul style="list-style-type: none"> Your child should be proficient in their times tables from 0 to 12, both their multiplication and division facts. These will be tested on a daily basis and should be rapid recalled. Regular practise can be completed here: https://www.timestables.co.uk/multiplication-tables-check/
Handwriting	<ul style="list-style-type: none"> It is imperative that your child form all of their letters correctly, using a consistent and regular font size. As part of project homework your child will be expected to produce a well presented handwritten piece.
Weekly spellings	<ul style="list-style-type: none"> Although your child will learn these spellings in school, it is important that they regularly practise them at home in readiness for their weekly spelling test.
Driver Project (Autumn)	<ul style="list-style-type: none"> In the Through the Ages project, your child will learn about three different periods of British prehistory: the Stone Age, Bronze Age and Iron Age. They will discover terminology relating to time and sequence dates to make a timeline. They explore the changes to people, homes and lifestyle throughout the different periods and investigate examples of prehistoric settlements, monuments, burials and artefacts in detail. They will also study how technology improved over time, including how the discovery of different metals changed the way that people lived.

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Driver Project Homework



YOU MUST COMPLETE AT LEAST ONE OF THE WRITING TASKS TO A HIGH STANDARD TO PRESENT TO THE CLASS

- 1) Research and write a fact file about Stone Age to Iron Age life – food, shelter, clothes, and tools.
- 2) Write a story set in the Stone Age, Bronze Age or Iron Age.
- 3) Find out about Stone Age, Bronze Age and Iron Age animals and make an alphabetical list.
- 4) 4. Write a Stone Age, Bronze Age or Iron Age poem.







Curriculum overview Years 3/4

Year 3/4	SUBJECT	LKS2 Cycle A September 2022		TERM 1 AUTUMN		TERM 2 SPRING		TERM 3 SUMMER	
	Handwriting	Letter-join		Module 4 (Year 3) Module 5 (Year 4)					
	English	Jonathan Bond		Fiction Non-Fiction Poetry		Fiction Non-Fiction Poetry		Fiction Non-Fiction Poetry	
	Spelling	Jonathan Bond		Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess		Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess		Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess	
	Maths	White Rose		Place Value Addition and Subtraction Multiplication and Division Place Value Addition and Subtraction Area Multiplication and Division Consolidation		Multiplication and Division Length and Perimeter Fractions Mass and Capacity Multiplication and Division Length and Perimeter Fractions Decimals		Fractions Money Time Shape Statistics Consolidation Decimals Money Time Consolidation Shape Statistics Position and Direction	
	Religious Education	Essex Agreed Syllabus		<i>(Theology) What do Christians learn from the creation story?</i> <i>(Philosophy) Can kindness/love change the world?</i> <i>Christmas focus (Theology): Matthew and Luke gospel comparison</i>		<i>(Human and Social Science) What difference does being a Muslim make to daily life? What does it mean to be a Muslim?</i> <i>(Theology) What is the Trinity?</i> <i>Easter Focus (Theology): Why do Christians call the day Jesus died, Good Friday?</i>		<i>(Philosophy) How do different religions respond to issues of poverty and justice?</i> <i>(Human and Social Science) How do Muslims express religious beliefs in modern Britain and in other countries?</i>	
	Science	Cornerstones		Skeletal and Muscular Systems		Forces and Magnets		Plant Nutrition and Reproduction	Light and Shadows
	Art & Design	Cornerstones		Contrast and Complement	Prehistoric Pots	Ammonite	People and Places	Beautiful Botanicals	Mosaic Masters
	Design & Technology	Cornerstones		Cook Well, Eat Well		Making it Move		Greenhouse	
	Geography	Cornerstones		One Planet, Our World		PROJECT: Rocks, Relics and Rumbles		Revision and retrieval practice	
	History	Cornerstones		PROJECT: Through the Ages				PROJECT: Emperors and Empires	
	MFL (French)	Language Angels		Phonics lesson 1 & 2 I'm Learning French (E)	Animals (E)	I Can (E)	Fruits (E)	Presenting Myself (I)	Family (I)
	Music	Charanga		<i>Let your spirit fly (Joanna Mangona - An R&B song)</i>	<i>Glockenspiel (Stage 1) (Freestyle)</i>	<i>Three little Birds (Bob Marley - A Reggae Song)</i>	<i>The dragon song (Joanna Mangona and Pete Readman - a song about kindness, respect, friendship, acceptance and happiness)</i>	<i>Bringing us together (Joanna Mangona and Pete Readman - a Disco song about friendship, peace, hope and unity)</i>	<i>Reflect, Rewind and Replay</i>

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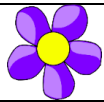


	PSHE / RSHE	Goodness and Mercy Kapow		Y3/4: Families and relationships (Cycle A)	Relationships (G&M) 4. Anti-bullying Y3/4: Health and wellbeing (Cycle A)	Health (G&M) 2. Looking after your body: exercise and healthy eating 3.1 Looking after yourself: Sleep, rest, spiritual practices, personal hygiene and helping others (2 or 3 lessons)	Y3/4: Citizenship (Cycle A) Y3/4: Economic wellbeing (Cycle A)	Y3/4: Transition (Cycle A)	Sex Ed. (G&M) Attraction: how do people have sex? This lesson links to puberty which is taught in Health Education and Science Y3/4: Safety and the changing body (Cycle A)
	Computing	Primary PPA Cover		Unit 1 We are communicators	Unit 2 We are presenters	Unit 3 We are researchers	Unit 4 We are researchers II	Unit 5 We are programmers	Unit 6 We are programmers
	PE	Sports Coaching Specialists		<ul style="list-style-type: none"> Gymnastics – develop flexibility, strength, technique, control and balance Team Games – invasion games: Tag rugby and Hockey Archery/ Fencing (2 weeks each sport) 		<ul style="list-style-type: none"> Dance – perform using a range of movement patterns Team Games – Netball/Basketball, Tennis Futsal/ HIIT sessions (2 weeks for each sport) 		<ul style="list-style-type: none"> Athletics – running, jumping, throwing Team Games – striking and fielding: Rounders and Cricket Frisbee (2 week slot) 	

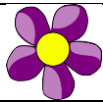
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Year 5



Year 6

Indigo-Violet
Class

Class Registration Teacher:

Mrs Karin Vorster

Message from Class Registration Teacher



Dear parents,

Happy new school year! I hope you had a fun-filled enjoyable summer break and that you are looking forward to this new school year.

I am thrilled that your child will be in my class this year! We are going to learn so many new and exciting things together. It will be a year full of fun, learning and adventures. I think it is very important for us to work together as a classroom TEAM. We will be spending a lot of time together so it is important to treat each other with respect, kindness and compassion.

I hope to make a contribution in your child's learning journey that will last a lifetime. I know my teaching must begin with making children at home in the classroom and helping all the children come together in a learning community. The community is made up of unique individuals, each with his or her own learning style, interests, hobbies, hopes and dreams.

I am looking forward to having a wonderful school year with both you and your child!

Mrs Vorster

Homework

Daily reading	<ul style="list-style-type: none"> Your child should be reading 6 days a week. It is expected that they read a minimum of 10 pages and record in their reading record book. In the comment section, they can record 5 high level vocabulary choices from the text that they have read to use in future writing.
Maths Skills	<ul style="list-style-type: none"> Your child should be proficient in their times tables from 0 to 12, both their multiplication and division facts. These will be tested on a daily basis and should be rapid recalled.
Handwriting	<ul style="list-style-type: none"> It is imperative that your child form all of their letters correctly, using a consistent and regular font size. As part of project homework your child will be expected to produce a well presented handwritten piece.
Weekly spellings	<ul style="list-style-type: none"> Although your child will learn these spellings in school, it is important that they regularly practise them at home in readiness for their weekly spelling test.
Driver Project (Autumn)	<ul style="list-style-type: none"> In Dynamic Dynasties, your child will learn about periods of ancient Chinese history. They will explore a timeline of the first five Chinese dynasties and learn about the legends surrounding the beginning of Chinese civilisation. They will take a deep dive into the history of the Bronze Age Shang Dynasty and explore evidence found in the ancient city of Yin. They will study oracle bones, learn about religious beliefs and explore bronze artefacts that set the Shang Dynasty apart from other civilisations. They will also study the hierarchy of the Shang Dynasty and discover who was powerful and who was powerless. They will look at warfare and find out how bronze technology gave the Shang Dynasty an advantage over their enemies. They will learn about the life of the great military leader, Fu Hao. The children will then look at significant aspects of life after the Shang Dynasty, including the work of Confucius in the Zhou Dynasty, the short but significant reign of Emperor Qin Shi Huang of the Qin Dynasty and the importance of the Silk Road created by the Han Dynasty. To end the project, your child will find out how ancient China's lasting legacy can be seen in the world today.

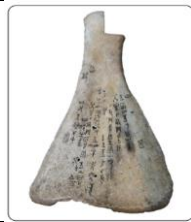
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YOU MUST COMPLETE AT LEAST ONE OF THE WRITING TASKS TO A HIGH STANDARD TO PRESENT TO THE CLASS




TASK 1



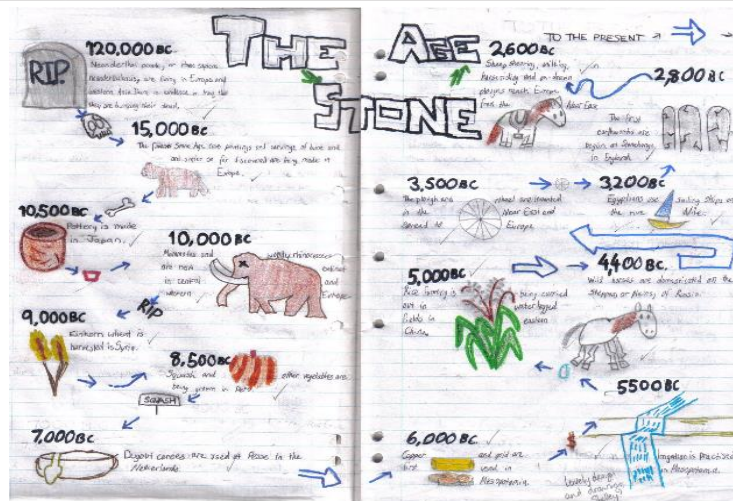
- What is an oracle bone?
- What were oracle bones used for?
- Why are oracle bones an important source of evidence for archaeologists and historians to learn about the Shang Dynasty?

TASK 2

Examine these artefacts from the Shang Dynasty. Record your observations about each artefact in the table.

Artefact	Materials	Description	Use
 dagger-axe	bronze		
 nao (bell)	bronze		
 yu (ritual container)	bronze		
 talisman	jade		

Driver Project Homework (Autumn)



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TASK 3

Use information books and the internet to find out about one other dynasty. Choose from the Xia Dynasty, Zhou Dynasty, Qin Dynasty or Han Dynasty. Research their beliefs, government, homes, everyday lives, warfare and achievements. Create an information poster to record your findings. Once complete, compare your chosen dynasty with the Shang Dynasty. Record similarities and differences between the dynasties in the table below.

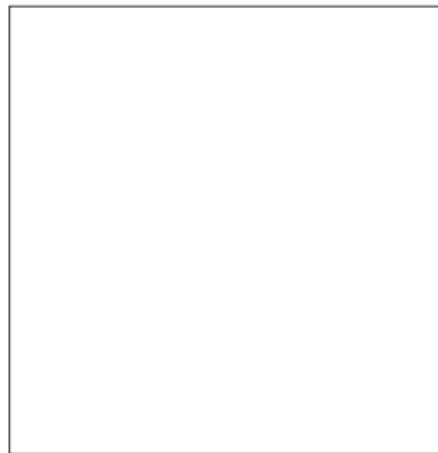
I am comparing the Shang Dynasty with the _____

<u>Similarities</u>	<u>Differences</u>

TASK 4

Use a range of sources to find out about an ancient Chinese achievement, invention or innovation that interests you, such as traditional Chinese medicine, metalworking, the Great Wall of China or Chinese writing. Record your findings and include a picture or drawing.

Achievement, invention or innovation



Facts

TASK 5


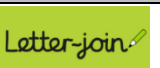






Use a range of sources to find out about the Silk Road. Complete the table to record your findings.

	Facts about the Silk Road
Purpose	
Length	
Route	
Countries involved	
Items traded	
Origin of the name	

Useful websites

BBC Teach – Introducing the Shang Dynasty – History KS2
 Britannica Kids – Ancient China: Beginnings
 The British Library – Chinese oracle bone
 The Metropolitan Museum of Art – Search the Collection
 The Art Institute of Chicago – The Collection – Discover Art & Artists
 British Museum – Collection
 Britannica – Taotie
 DKfindout! – Ancient Chinese Trade – The Silk Road





















Curriculum overview Years 5/6

Year 5/6	SUBJECT	UKS2 Cycle A September 2022		TERM 1 AUTUMN	TERM 2 SPRING	TERM 3 SUMMER
	Handwriting	Letter-join		Module 6 (Year 5) Module 7 (Year 6)		
	English	Jonathan Bond		Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry	Fiction Non-Fiction Poetry
	Spelling	Jonathan Bond		Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess	Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess	Session 1 – Revisit Session 2 – Teach Sessions 3 and 4 – Practise Session 5 – Apply and reflect Session 6 – Assess
	Maths	White Rose		Place Value Addition and Subtraction Multiplication and Division Fractions (A) Place Value Four Operations Fractions (A) Fractions (B) Converting Units	Multiplication and Division Fractions (B) Decimals and Percentages Perimeter and Area Statistics Ratio Algebra Decimals Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics	Shape Position and Direction Decimals Negative Numbers Converting Units Volume Shape Position and Direction
	Religious Education	Essex Agreed Syllabus		<i>(Theology)</i> What does it mean if God is holy and loving? <i>(Philosophy)</i> Are Angels Real? <i>Christmas Focus (Theology):</i> How does Advent and Epiphany show us what Christmas is really about?	<i>(Human/Social Sciences)</i> What does it mean to be part of the Sikh religion/community? <i>(Theology)</i> How do Sikhs and Muslims explain the suffering in the world? <i>Easter Focus (Theology):</i> What did Jesus do to save human beings?	<i>(Theology)</i> Creation and Science: Conflicting or Complementary? <i>(Philosophy)</i> What can be done to reduce racism? Can religion help?

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	Science	Cornerstones		Forces and Mechanisms	Earth and Space	Human Reproduction and Ageing		Properties and Changes of Materials	
	Art & Design	Cornerstones		Tints, Tones and Shades	Taotie	Line, Light and Shadows	Nature's Art	Mixed Media	Expression
	Design & Technology	Cornerstones		Moving Mechanisms		Eat the Seasons		Architecture	
	Geography	Cornerstones		Investigating Our World		PROJECT: Sow, Grow and Farm		Revision and retrieval practice	
	History	Cornerstones		PROJECT: Dynamic Dynasties				PROJECT: Groundbreaking Greeks	
	MFL (French)	Language Angels		Phonics lesson 1 & 2 Fruit (E)	Vegetables (E)	My Home (I)	Family (I)	Clothes (I)	At School (P)
	Music	Charanga		<i>Live! On A Prayer (Bon Jovi - A classic Rock song)</i>	<i>Classroom Jazz 1 (Three Note Bossa and Five Note Swing)</i>	<i>Make You Feel My Love (Bob Dylan - A Pop Ballad sung by Adele)</i>	<i>The Fresh Prince of Bel-Air (Will Smith - Old-School Hip Hop)</i>	<i>Dancing in the Street (Martha and The Vandellas - A Motown song from the 1960's)</i>	<i>Reflect, Rewind and Replay</i>
	PSHE / RSHE	Goodness and Mercy Kapow		Y5/6: Families and relationships (Cycle A)	<i>Relationships (G&M) 5. Making good boundaries</i> Y5/6: Health and wellbeing (Cycle A)	Y5/6: Citizenship (Cycle A)	<i>Health (G&M): 4. Looking after your body: Knowing facts and avoiding risks - alcohol, smoking and drugs (Year 5/6)</i>	Y5/6: Economic wellbeing (Cycle A) Y5/6: Transition (Cycle A) Year 6 ONLY (Cycle A) Identity	<i>Sex Ed (G&M) 2. The impact of sexual intercourse on people's emotional, spiritual and mental wellbeing 3. Conception, gestation and the responsibility of a baby</i> Y 5/6: Safety and the changing body (Cycle A)
	Computing	Primary PPA Cover		Unit 1 We are communicators	Unit 2 We are game developers	Unit 3 We are game developers	Unit 4 We are web developers	Unit 5 We are web developers	Unit 6 We are coders
	PE	Sports Coaching Specialists		<ul style="list-style-type: none"> Gymnastics – develop flexibility, strength, technique, control and balance Team Games – invasion games: Tag rugby and Hockey Swimming and water safety Archery/ Fencing (2 weeks each sport) 		<ul style="list-style-type: none"> Dance – perform using a range of movement patterns Team Games – Netball/Basketball, Tennis Futsal/ HIIT sessions (2 weeks for each sport) 		<ul style="list-style-type: none"> Athletics – running, jumping, throwing Team Games – striking and fielding: Rounders and Cricket Frisbee (2 week slot) 	

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