


WELCOME TO LEOPARD CLASS

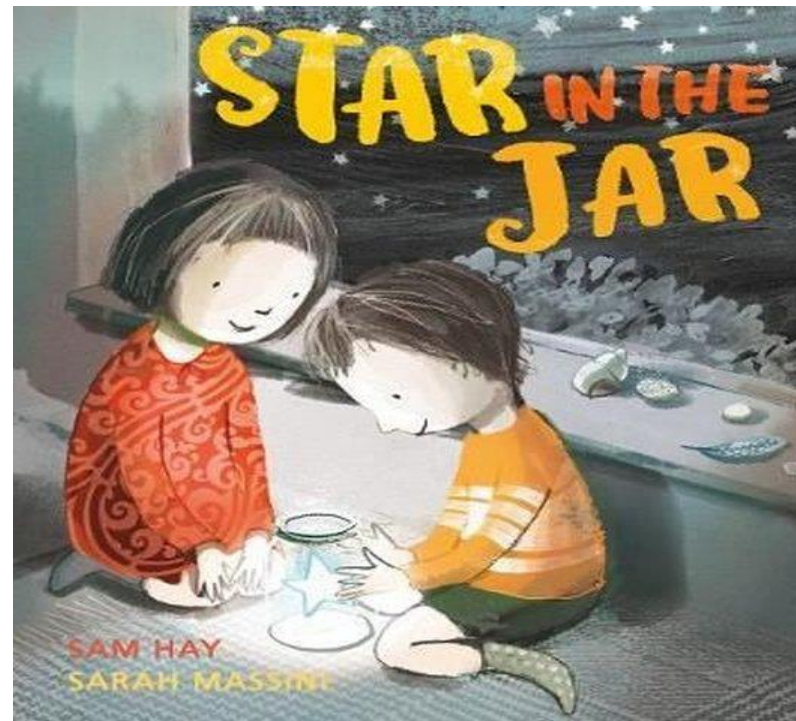
Miss. Hall and Mrs. Bullen

TIMETABLE

<div> <div>Bratton Primary School</div> <div>XXXXXX Class Timetable Term X</div>  </div>											
	8:45-8:55	8:55 – 10:00	10:00 - 10:20	10:20-10:35	10:35 – 11:05	11:05 – 12:15	12:15-13:15	13:15 – 15:10			15:10-15:20
Monday	EMT registration	Maths (inc x tables/ number facts/ fluency)	ASSEMBLY	BREAK TIME	RWI Whole Class Reading/ Guided reading	English (inc SPAG/handwriting)	LUNCH	PSHE	Music	Library	CLASS STORY
Tuesday	EMT registration	Maths (inc x tables/ number facts/ fluency)	ASSEMBLY	BREAK TIME	RWI Whole Class Reading/ Guided reading	English (inc SPAG/handwriting)	LUNCH	PE	Computing		CLASS STORY
Wednesday	EMT registration	Maths (inc x tables/ number facts/ fluency)	ASSEMBLY	BREAK TIME	RWI Whole Class Reading/ Guided reading	English (inc SPAG/handwriting)	LUNCH	Science		French	CLASS STORY
Thursday	EMT registration	Maths (inc x tables/ number facts/ fluency)	ASSEMBLY	BREAK TIME	RWI Whole Class Reading/ Guided reading	English (inc SPAG/handwriting)	LUNCH	History	PE		CLASS STORY
Friday	EMT registration	Maths (inc x tables/ number facts/ fluency)	ASSEMBLY	BREAK TIME	RWI Whole Class Reading/ Guided reading	English (inc SPAG/handwriting)	LUNCH	Art	RE		CLASS STORY

WRITING

- To inspire and challenge all our writers we use 'The Write Stuff' writing program.



WHAT DOES THE LEARNING LOOK LIKE?

Sentence stacking

Experience days

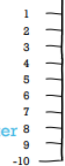
Independent Writing

Character
Highs





Character
Lows



Narrative Map

This is a blank planning grid for you to plan your character and plot point sequence.
(Please decide how many plot points are needed before asking children to start planning.)



To understand how to use this map, please read the page titled 'Narrative Journey'.

Initiate

Precise verbs

- Share the image of the plane spluttering to a halt and play a soundtrack of a crash.
- Gather a bank of actions words for 'crashing' onto the moon – banging, thudding, smashing, clanging, clattering.

Model

Precise verbs

Teacher model: Crash! Bang! Thud!
A spaceship crashed onto the moon.

Enable

Precise verbs

Pupils to repeat the three onomatopoeic words used at the start of their stories (the toy cupboard) and choose an ambitious word for 'crashed'.
HA: Deepen the moment.

Learning chunk 1

Simile

- Bring six green objects into the classroom – peas, herbs, leaf, grass, sprouts, cabbage.
- Compile a bank of adjectives related to these objects – peas (shiny); herbs (fragrant); leaf (smooth); grass (soft); sprouts (hard); cabbage (bumpy).

Simile

Teacher model: The alien was as green as a shiny pea.

Simile

Create your own 'green' simile, using an adjective before the object.
HA: Deepen the moment.

Learning chunk 2

Question

- Share the picture of the alien's spaceship landing.
- Using an enormous 'thinking bubble', brainstorm some internal thoughts questions for the boy – Who is this? What has happened? Why are we here? Where has that alien come from? Will he be my friend?

Question

Teacher model: 'Who is this?' the boy thought.

Question

Include an internal thought for the boy.
HA: Deepen the moment.

Learning chunk 3

*HA = Higher Attainers



INDEPENDENT
WRITING

WORDS YOU MIGHT HEAR...

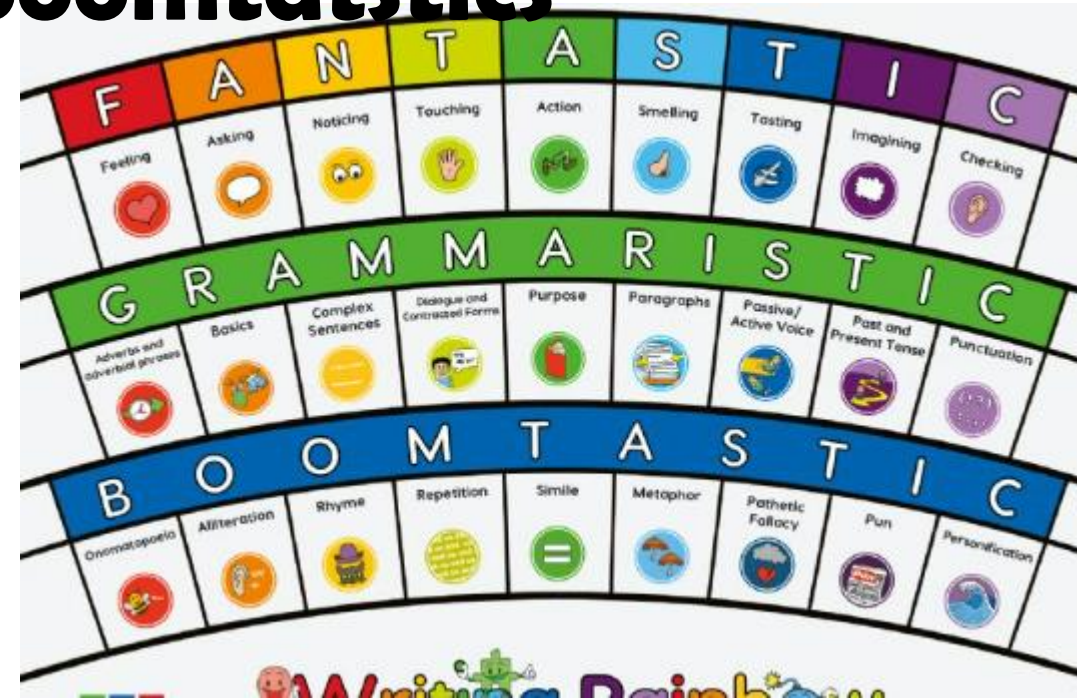
Chotting

Kind Calling

Fantastics, gramatastics, boomtatstics

Plot points

Find the shape



Monday 9th January

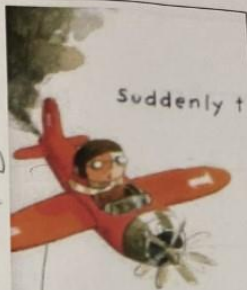
Plot point 4

Chotting Page.

Ideas for our sentences.



- Bad engine
- crashed
- landing, dropped



- yellow
- Big rocky
- gold huge



What shall I do?
Why am I here?



Sentence stacking yr 1

suddenly the plane
dropped. It had run out
of petrol.

He landed on the huge,
golden moon.

Why am I here The boy
thought ^{anxiously}

Thursday 5th January, 2022

Plot Point 1 - Paradise

Marine, bright, tranquil, gummy, mesmerising, beautiful, light, sunny, magical, picturesque, light, blinding, lush.

Waving, dancing, floating, swimming, gliding, shining, gliding, swaying, pirouetting, swirling, bounding, etc.

grass, leaves, trees	birds
Scuttering, rustling, waving, swaying, blowing, crunching, whistling, swishing, swooshing, clapping, creaking of branches.	Twittering, chirping, singing, whistling, twirling, cheeping, gliding, muttering, clapping, feathers rustling.

Marty stared up at gummy, lush clouds that danced across the marine, water-like sky like as gracefully as ballerinas. His attention was drawn the sweet singing of the birds high above him in the trees. He closed his eyes as the bees zipped and zoomed around him weaving through his arms and legs. Marty, who loved his plants like family, observed his poppies carefully.

who loved little shop of horror
who ~~to~~ was a big fan of all plants
of size
who was only eleven years old
who was one with the plants
who was a nature nerd

Marty, who loved his plants like family, watered the myriad of flowers with the bees flying around his head.

MATHS

WHITE ROSE AND TEACHING FOR MASTERY.

Autumn term

Number

Place value
FREE TRIAL

[VIEW](#)

Number

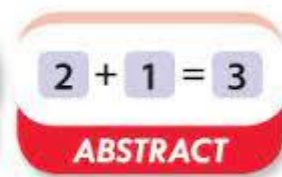
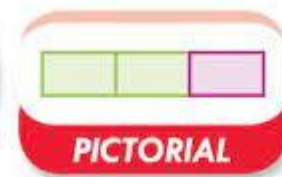
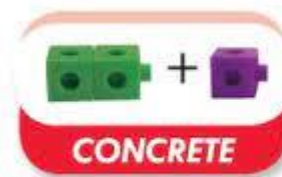
Addition and subtraction

[VIEW](#)

Number

Multiplication and division A

[VIEW](#)



Spring term

Number

Multiplication and
division B

[VIEW](#)

Measurement

Length and
perimeter

[VIEW](#)

Number

Fractions A

[VIEW](#)

Measurement

Mass and capacity

[VIEW](#)



Summer term

Number

Fractions B

[VIEW](#)

Measurement

Money

[VIEW](#)

Measurement

Time

[VIEW](#)

Geometry

Shape

[VIEW](#)

Statistics

[VIEW](#)

Consolidation



MATHS

WHITE ROSE AND TEACHING FOR MASTERY.

Autumn term

Number

Place value
FREE TRIAL

[VIEW](#)

Number

Addition and subtraction

[VIEW](#)

Measurement
Area

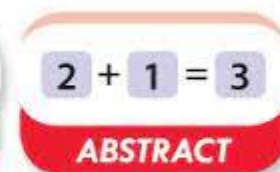
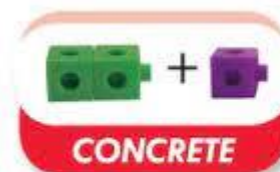
[VIEW](#)

Number

Multiplication and division A

[VIEW](#)

Consolidation



Spring term

Number

Multiplication and division B

[VIEW](#)

Measurement

Length and perimeter

[VIEW](#)

Number

Fractions

[VIEW](#)

Number

Decimals A

[VIEW](#)



Summer term

Number

Decimals B

[VIEW](#)

Measurement

Money

[VIEW](#)

Measurement

Time

[VIEW](#)

Consolidation

Geometry

Shape

[VIEW](#)

Statistics

[VIEW](#)

Geometry

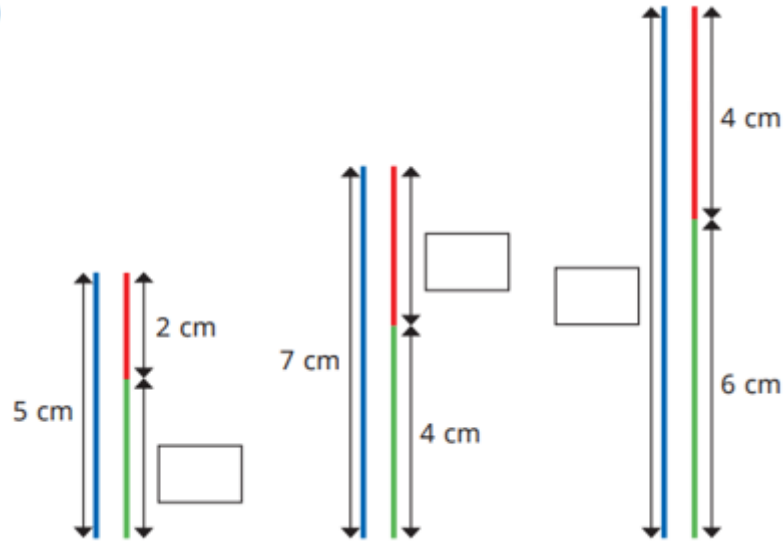
Position and direction

[VIEW](#)



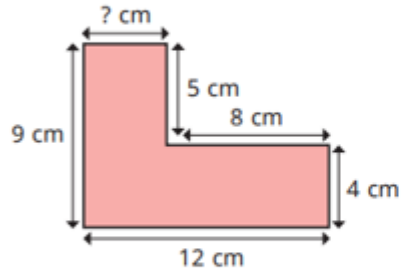
Fluency, Reason and problem solving.

a)

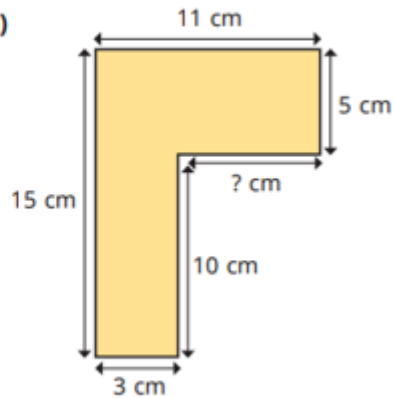


Work out the missing lengths.

a)

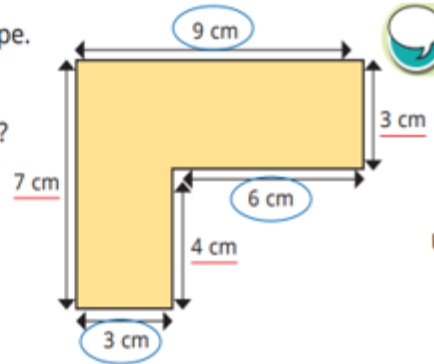


b)

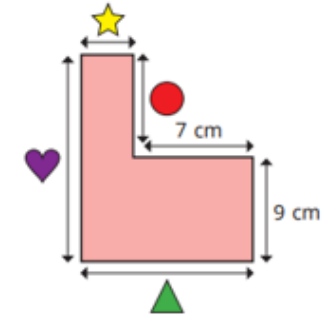


Max has drawn a rectilinear shape.

- a) What do you notice about the lengths that have been circled?
- b) What do you notice about the lengths that have been underlined?

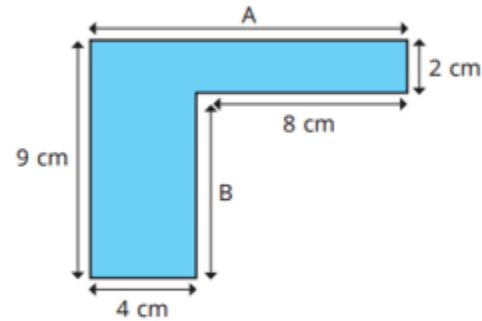


Use the clues to work out the unknown lengths.



- Yellow star is half the size of Red circle
- Red circle is the second multiple of 3
- Green triangle is equal to $\frac{2}{3}$ of Purple heart

Tiny is trying to work out the lengths of A and B.



8 + 4 = 12, so A is 12 cm long.
9 + 2 = 11, so B is 11 cm long.



Do you agree with Tiny?
Explain your answer.

Times tables

We use the Wiltshire method to teach times tables in class.

Children also all have access to TT Rockstars to practise at home.

Screening for year 4 WC Monday 3rd June



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

PE

Real PE is a unique, child centred approach that transforms how we teach PE to include, challenge and support EVERY child.



PE

- Our PE lessons will be on a Monday and a Wednesday.
- This term we will be focusing on footwork skills helping coordination and also static balance using one leg.
- We will also learn some rugby skills to link with the world cup that is currently taking place.
- PE kit recap coming up.

Lesson 1



Warm-Up
All Change



Game
Throw Tennis



Skill
Ball Skills








Review Method
Secret Stats

Science

We now use White Rose science to support our delivery of the curriculum. The White rose science curriculum has been selected because of it's focus on supporting practical opportunities for science learning in all lessons. Year 3 and 4 this year will be focusing on the following units.

Autumn term	<div>Biology</div> <div>Group and classify living things</div> <div>FREE TRIAL</div> <div>VIEW</div>	<div>Physics</div> <div>Light</div> <div>VIEW</div>			
Spring term	<div>Biology</div> <div>Data collection A</div> <div>VIEW</div>	<div>Biology</div> <div>Data collection B</div> <div>VIEW</div>	<div>Biology</div> <div>Data collection C</div> <div>VIEW</div>	<div>Physics</div> <div>Forces</div> <div>VIEW</div>	<div>Physics</div> <div>Magnets</div> <div>VIEW</div>
Summer term	<div>Biology</div> <div>Plants A</div> <div>VIEW</div>			<div>Biology</div> <div>Plants B</div> <div>VIEW</div>	<div>Sustainability</div> <div>Biodiversity</div> <div>VIEW</div>

Wider Curriculum



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	What if the Mayans never existed?	What makes the World so Wonderful?	Does being powerful make you right?		How is the UK different to Brazil?	Can what's been done be undone?
Theme focus	The Maya	The World	WW2		Brazil	Rainforests
Key Texts						
Experiences			WW2 drama workshop	WW2 tea dance		Trip to The Eden Project – rainforest explorers
History	The Maya A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900;		WW2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.			
Geography		Locational knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Map Skills linked to WW2 and where the war took place and the countries involved.		Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Human and physical geography: Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. Locational knowledge: Identify the position and significance of longitude, Equator, Northern

Homework

Reading is the key to the curriculum.
There is a huge focus on reading in
all year groups.
Please try to read with your child
EVERYDAY.



Practise is key for
timetables and number
facts. All children will have
a timetable rock stars login
to practise at home and
take part in whole school,
local and national
competitions.

Gazelles Homework Grid Term 1		
What Makes us human?		
These are optional activities but we hope you try 1 or 2 this term. Please bring in or practise for the WC 24 th October		
 <p>Move</p> <p>Can you hold 2 standing balances and 2 floor balances ?</p> <p>You can take a picture or practise your sequence of moves to show us in school.</p>	 <p>Practise</p> <p>We have been counting forwards and backwards to 20 this term.</p> <p>Can you time yourself counting up to 20 and back to 1.</p> <p>Do you get quicker the more you practise?</p> <p>Send in a video of your fastest time or keep practising and perform live in class!</p>	<p>Observe and explore</p> <p>The start of the school year sees some exciting changes in season.</p> <ul style="list-style-type: none"> • Do you know what season is ending? • Do you know what season is starting? • How do you know? <p>Can you collect some signs of Autumn to bring in and show us?</p>
<p>Talk</p> <p>Talk to an adult and discuss if you think it would be nicer to be a nurse today or in the past? Why do you think this?</p> <p>Did they agree or disagree?</p> <p>Get ready to tell us about your talk.</p>	<p>Make</p> <p>Can make a sandwich that you think our Tiger who came to tea would enjoy?</p> <p>Make sure you have some healthy ingredients in your sandwich so that our tiger gets big and strong. If you don't have all the ingredients you can draw your sandwich instead.</p>	<p>Question</p> <p>Can you write a list of questions that you would like to ask a real-life working nurse?</p> <p>You can type or write your questions.</p> <p>We will email these to a nurse and see if we can get some answers for you.</p>

We have a broad and exciting curriculum that we hope your children are dying to share with you. Each term you will be provided with some optional hands on activities to explore our foundation subjects and wider curriculum further.



Your child will be screened on all the age appropriate spellings for their age group. You will receive a full list of the spellings that they are secure on and ones that may need more practise.

FOREST SCHOOL

Leopards will be having forest school in Term 2 and Term 6 with Mrs. Midgley.



POSITIVE BEHAVIOUR

We have 4 child friendly, simple rules

We are kind

We are respectful

We are honest

We are safe

Merits – certificates

Sparkle and shine

Uniform

For the school days and/or events your child is representing the school at:

Red School Sweatshirt or Red Cardigan (with logo. REQUIRED)

White Polo-Shirt

Dark Grey Trousers or Skirts

Black School Shoes (not trainers) with Grey Plain Socks or Tights; (White Socks may be worn with skirts)

Optional Summer Uniform (Terms 5 & 6 only): Red Checked Summer Dress with White Socks or Dark Grey School Shorts with White Polo Shirt. Dresses may be worn with a Red Cardigan (with logo)

For P.E. and sports lessons:

Black Shorts and house colour T-Shirt and Trainers.

Plain Black/Dark Joggers and Sweatshirt or Tracksuit are recommended for outdoor P.E. during colder weather. No large logos.

For Forest school:

Wellington boots or similar appropriate footwear

Waterproofs and warm clothing (when appropriate)

Uniform with Logo may be purchased from SCHOLARS in Trowbridge.

Book Bags and Coats scribed with our school logo are available to purchase from the school office

AOB

- Water bottles – water only no squash or juice.
- Snacks – healthy nut free snack for break like fruit, crackers etc.
- Packed lunches – healthy nut free and well balanced.
- Fidgets, toys etc - No toys or fidgets from home should be coming into school unless agreed with class teacher and/or SENDCO. We have fidgets, wobble cushions etc that may be given to certain children (again this will be agreed and parents informed) We also have communal, fidgets, pencil grips, ear defenders etc if a child requires them during a lesson. These will not be named to a specific child but in the classroom for all to use as long as it is not detrimental to their learning.
- Pencil cases – No pencil cases or stationery from home children are provided with everything they need.

AOB

- After school clubs – wide range of clubs for children.

Sign up at the office for clubs to start next week.

- Trips and important dates for the year group:
 - Swimming year 4 Term 1
 - Swimming year 3 Term 3
 - Year 4 residential

Upcoming parent workshops

KS2 Maths – 18th September

KS1 Maths – 25th September

Early Reading Workshop – 20th September

Early Maths - 27th

Residential information sessions (yr 6)

The background of the slide features a repeating pattern of stylized hands clapping. The hands are rendered in various shades of orange and peach, with motion lines indicating the clapping action. They are positioned around the central text, creating a celebratory and supportive atmosphere.

**Our class assembly will be happening
on Thursday 16th May 2024**

QUESTIONS?

