

Stannington First School Parent/carer information booklet 2021 - 2022 academic year



Learning, caring and growing together

Welcome to Heron class

Meet the staff



Mr Learoyd is the Year 3 Heron Class teacher and Geography/History leader.



Mrs Brown is a teaching assistant and Forest School Practitioner. She will also be supporting Fern Class..



Ms Strachan (Wednesday AM)



Miss Hedley (Thursday AM)

Welcome to Heron class

This meeting is an opportunity for us to meet and talk about the following:

- Our class routines
- Our curriculum
- Assessment and pupil progress
- Reading and our new reading journals
- How you can support your child at home
- Online learning opportunities

Class routines - Timetable

Monday (HB)	Maths	English	Spelling (HB)/ Group Reading	Class Reading	Art or DT	Celebration Assembly
Tuesday (HB)	Maths	English	Spelling (HB)/ Group Reading	Class Reading	Music (HB) (singing)	French (HB)
Wednesday	Maths (VS)	English (VS)	Spelling (HB)/ Group Reading	Class Reading	History or Geography (HB)	R.E. (HB)
Thursday	Maths (HH)	English (HH)	Spelling (HB)/ Group Reading	Class Reading	Science (MP)	School Assembly
Friday	PSHE	Forest School (HB)		Spelling/ Group Reading	P.E.	Samba Drums

Class routines - Routines

Morning routines

- Hand wash
- English/Maths WALT
- Registration/Lunches/Travel Tracker
- Other jobs: equipment sort, important notes/letters to an adult, toilet

Daily routines

- Handwriting (after lunch)
- Group reading (x5) every day
- Class reading every day
- Storytime before home

Class routines - Homework

Expectation of every child:

- Bug Club
- Times Table Rock Stars
- Reading Books

Little and often! Perhaps 5-10 minutes reading and 5-10 minutes TTRS each weekday.



Additional resources

- Numbots (part of TTRS)
- Online e-library
- Duolingo
- Busy Things (via School360)



Class routines - Pick Up and Drop Off

- **Book bags should be taken home every day**
- **Please check book bags nightly**
- **Remind children about post-it note messages**
- **Bikes to be stored safely/correctly**
- **Stand around the red line parallel with the balcony**

Class routines - Rewards

Positive Behaviour Rewards

- Marbles (continents - groups of 5)
- Prize Box
- Class Dojo
- Head Teacher Award (weekly)

Children are given a chance to choose an end of term treat

- Disco
- Movie and Popcorn
- Water Fight
- Golden Time
- Ice Cream Truck



Our curriculum

P.E ([kit](#) and days)

Forest school days (and kit)

Where information can be found on the [website](#)

School [blog](#)

Samba/Singing (Tuesday)

Long Term Plan



My Progress Goals: Maths 3



Name: _____

I can count from 0 in multiples of 8.				I can compare the durations of events.		
I can count from 0 in multiples of 4.				I know the number of seconds in a minute and the number of days in each month, year and leap year.	I can identify pairs of perpendicular and parallel lines.	
I can count from 0 in multiples of 100.	I can solve missing number problems.	<i>I can decide which operation to use to solve multiplication and division problems.</i>	I can solve problems involving fractions.	<i>I can estimate and read time to 5 mins on an analogue and digital clock.</i>	I can identify horizontal and vertical lines.	
I can count from 0 in multiples of 50.	<i>I can estimate the answer to a calculation and use inverse operations to check.</i>	I can solve multiplication and division problems.	I can compare and order fractions with the same denominators	I can tell the time using Roman Numerals from I to XII.	I can recognise that two right angles make a half turn, 3 make a $\frac{3}{4}$ turn and 4 make a complete turn.	
I can identify, represent and estimate numbers in different contexts.	I can solve addition and subtraction problems.	I can use efficient written methods to multiply a 2-digit number and a 1-digit number.	I can add and subtract fractions, with the same denominator, within one whole ($\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)	I can tell and write the time from an analogue clock in both 12 and 24 hour.	I can recognise angles as a property of shape or a description of a turn.	
I can solve number problems and practical problems using place value.	<i>I can subtract numbers up to 3-digits using an efficient written method.</i>	I can use mental strategies to multiply a 2-digit number and a 1-digit number	I can recognise and show, using diagrams, equivalent fractions.	<i>I can add and subtract amounts of money to give change using £ and p.</i>	I can identify whether angles are greater than or less than a right angle.	I can solve two-step problems using presented data.
I can find 10 or 100 more or less than a given number.	<i>I can add numbers up to 3-digits using an efficient written method.</i>	I can write and calculate statements for x and + using the multiplication tables that I know.	I can recognise and use fractions as numbers.	I can measure the perimeter of a 2D shape.	I can identify right angles.	I can solve one-step problems using presented data.
I can recognise the place value of each digit in a three digit number.	I can add and subtract a 3-digit number and hundreds mentally.	I can recall and use multiplication and division facts for the 8 times table.	<i>I can find and write fractions for a set of objects.</i>	I can measure, compare, add and subtract volume/capacity (l/ml)	<i>I can recognise 3D shapes in different orientations.</i>	I can interpret and present data using tables.
<i>I can compare and order numbers up to 1 000</i>	<i>I can add and subtract a 3-digit number and tens mentally.</i>	<i>I can recall and use multiplication and division facts for the 4 times table.</i>	I recognise that tenths arise from dividing an object into 10 equal parts.	I can measure, compare, add and subtract mass (kg/g)	<i>I can make 3D shapes using modelling materials.</i>	I can interpret and present data using pictograms.
I can read and write numbers to 100 in numerals and in words.	<i>I can add and subtract a 3-digit number and ones mentally.</i>	<i>I can recall and use multiplication and division facts for the 3 times table.</i>	I can count up and down in tenths.	I can measure, compare, add and subtract lengths (m/cm/m)	<i>I can draw 2D shapes.</i>	I can interpret and present data using bar charts.
Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Measurement	Geometry	Statistics

						I can write narratives with settings, characters and plots.
						I recognise and use the appropriate features in non-fiction writing.
						I can use headings and sub-headings to help my presentation.
I can spell further homophones.	I can use possessive apostrophes with plural nouns. <i>I can use the correct verb inflections (e.g. I did vs I done).</i>			I can give more detail in my writing.	I can evaluate and edit the work of others by suggesting improvements.	I understand that paragraphs are a way to group things together which are connected.
I can use the first 1 or 2 letters of a word to check its spelling in a dictionary.	I can use conjunctions, adverbs and prepositions to show time and cause.	I can identify and use a possessive pronoun.		I can share my views with the reader.	I can proof read for spelling and punctuation errors.	<i>I understand which letters, when next to one another, are best not to join.</i>
I can explain how to use a dictionary correctly.	<i>I can use a variety of conjunctions including if, because</i>	I can identify and use a pronoun.		<i>I can choose vocabulary for effect or to show the occasion I am writing for.</i>	I can suggest improvements to my work.	<i>I can use the diagonal and horizontal strokes that are needed to join letters.</i>
I can form nouns using prefixes (<i>super-market, anti-clockwise</i>)	I can use inverted commas to punctuate direct speech in my writing.	<i>I can identify and use a word family.</i>	I can write simple sentences, dictated by the teacher, from memory, punctuating and spelling words taught correctly.	I can think about the reader or readers.	I can draft and write, composing and practising my sentences before I write them.	I can read my writing using the appropriate volume, expression and tone so that the meaning is clear.
I can use my spellings in all areas of my writing.	<i>I know that inverted commas are used to punctuate speech.</i>	I can identify and use inverted commas (or 'speech marks').	I can write simple sentences, dictated by the teacher, from memory, punctuating them correctly.	I can show the main features of the style I am writing in.	I can discuss and record my ideas.	I can read aloud my writing, to a group or the whole class.
<i>I can spell many words from the NC Y3/4 list</i>	<i>I can use the correct form of 'a' or 'an'</i>	I can identify and use a consonant, consonant letter vowel and vowel letter.	I can write simple sentences, dictated by the teacher, from memory.	I can write the quantity required by the teacher in a given time.	I can plan my writing by discussing examples.	I take pride in my work.
Spelling	Punctuation And Grammar	Terminology	Transcription	Writing for a purpose	Planning, drafting and editing	Handwriting, organisation and presentation



My Progress Goals: Reading 3



Name: _____

[Link to Assessment](#)

GREY		I can identify the main ideas drawn from more than one paragraph and can summarise these.				
BROWN		I can identify themes and conventions in a wide range of books.				
LIME	I can read books that are structured in different ways for a range of purposes.	I can retrieve and record information from non-fiction texts.				
WHITE	I can re-read books to build up my fluency and confidence.	I can ask questions to improve my understanding of a text.				
GOLD	I can read further exception words ("tricky" words), noting the unusual correspondence between spelling and sound.	I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.	I can draw inferences such as characters' feelings, thoughts and motives from their actions and justify my inferences with evidence.	I can recognise simple recurring literary language in stories and poetry.	I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I can discuss my understanding of what is read to me and what I read myself.
PURPLE						
TURQUOISE		I can use dictionaries to check the meaning of words I have read.				
ORANGE						
GREEN	I can read most words quickly and accurately without sounding or blending aloud.	I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and can retell some of these orally.				
BLUE						
YELLOW	I can apply my knowledge of prefixes and suffixes to read aloud and understand new words.	I can listen to and discuss a wide range of plays and reference books and textbooks.		I can discuss the sequence of events in books and how information is related.	I can recognise some forms of poetry such as free verse and narrative poetry.	I can take turns during discussions and listen to what others say.
RED						
PINK	I can apply my knowledge of root words to read aloud and understand new words.	I can listen to and discuss a wide range of poetry, fiction and non-fiction.	I can predict what might happen from details stated and implied.	I can identify how language, structure and presentation contribute to meaning.	I can discuss words and phrases which capture my interest and imagination.	I can link what I read to my own experiences.
Books	Word	Understand and Retrieve	Interpret	Organisation and Structure	Language	Viewpoint

Date	Book and Page Number
20.9.21	Master tracks train 1-5
21.9.21	" 6-9
23.9.21	" 9-15
24.9.21	" 16-22
26.9.21	Miss Jump the Jockey 1-7
27.9.21	" 8-20
29.9.21	" 20-25

Comments:

Master tracks train completed 24.9.

- Jimmy found the ie split digraph tricky to recognise.

- Words to learn: inside invite

Miss Jump the Jockey completed 29.9
re-read second time with sister.

Tricky words to learn

Tuesday
Wednesday
September

I have challenged myself with my reading



Colour one of the bugs every time you use Bug Club or read online



Date: 22.9.21 Reading activity number: 1

The Gingerbread Man

One day. She She Then After a while, First, Next, Until, After so After more so After more so Suddenly, CHOMP! 1 Dojo Part!

Teacher feedback:

Super job, Jimmy. You remembered to use time conjunctions to show when things happen in the story!

Online learning

Google Classroom

Spellings

COVID-19

- Positive case/no symptoms
- Positive case/with illness
- Isolation

Additional whole school information

**If you have been to a previous meeting this evening,
the following whole school information remains the
same.**

Whole school information

- Messages to school - you can pop a post it note in the reading record if it's not urgent (please remind your child at drop off!). The note will be removed when it has been read. Alternatively email: admin@stannington.northumberland.sch.uk and mark FAO: name. This will be passed on by Mrs Harker
- SEND: our SENDCo is Mrs Bishop who is also a class teacher in Year 4
- Uniform: details of the full uniform are available on the [website](#). Please support us by ensuring your child is wearing appropriate uniform - no earrings or fancy hair bands, plain black shoes

Whole school information: Lunches

- We have a three week menu which is available on the website. The calendar on the front page tells you which week we are on.
- Days can be flexible if you want a combination of school/packed lunch but please give the school notice if you are swapping from school lunch as food is ordered in advance

The screenshot displays three main sections of a school website:

- Latest news:** A list of recent newsletters and events, including a 10th September newsletter, an end of term newsletter, a science week announcement, and a June newsletter.
- Social feed:** Two posts from Twitter. The first is from Dave Buchan (@BikeDoctorDave) celebrating a school event. The second is from Stannington First School (@StanningtonFir2) announcing the start of a new ground source heating system.
- Calendar:** A calendar for September 2021. The date 15th is highlighted in red. Below the calendar, two events are listed: "Lunches Week 3" on September 20th and "Lunches Week 1" on September 27th. A large blue arrow points to the "Lunches Week 3" event.

M	T	W	T	F	S	S
30	31	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	1	2	3
4	5	6	7	8	9	10

SEP 20 Lunches Week 3 All day

SEP 27 Lunches Week 1 All day

Whole school information:

Packed lunches/Free school meals

- Please don't pack energy drinks, fizzy drinks or packets of sweets e.g haribo
- A wrapped biscuit e.g, kitkat, single twix etc. is okay but avoid whole bars of chocolate e.g dairy milk
- Pasta or other cooked meals are great in a suitable container
- Try to include some fruit or veg every day
- Please do not include nuts or nut products in packed lunches
- Can your child open everything in their lunchbox? Bear in mind that if you are packing 'frubes' etc they can be difficult to open and there are a lot of children in the hall and it's a busy time for staff
- Ideas are available on the 'Change for Life' website:

<https://www.nhs.uk/change4life/recipes/healthier-lunchboxes>

Children in Reception, Year 1 and Year 2 are entitled to a 'universal' free school lunch

If your child is entitled to a free school lunch this continues through school. Nobody knows who is entitled to a free school meal so there is no stigma attached to this. If you think you are entitled, please speak to Mrs Harker in confidence and she can support you. Eligibility for FSM means we may be able to support in other ways to e.g. with uniform or other school activities.

Whole school information: Active travel

WE HAVE A BIG AMBITION: EVERY CHILD THAT CAN, WALKS TO SCHOOL

A generation ago, 70% of us walked to school – now it's less than half.

We want to reverse this decline. We want children to be energised and empowered, and to make walking to school their natural choice.



We ask parents to walk with their child to school, if possible. If not, we encourage that you park a short distance from school and then stride or ride the rest of the way. There are two car parks nearby; one is next to the village hall and Ridley Arms pub (**our preferred option**), the other is next to the church. We have plenty of scooter and bike storage available in school.

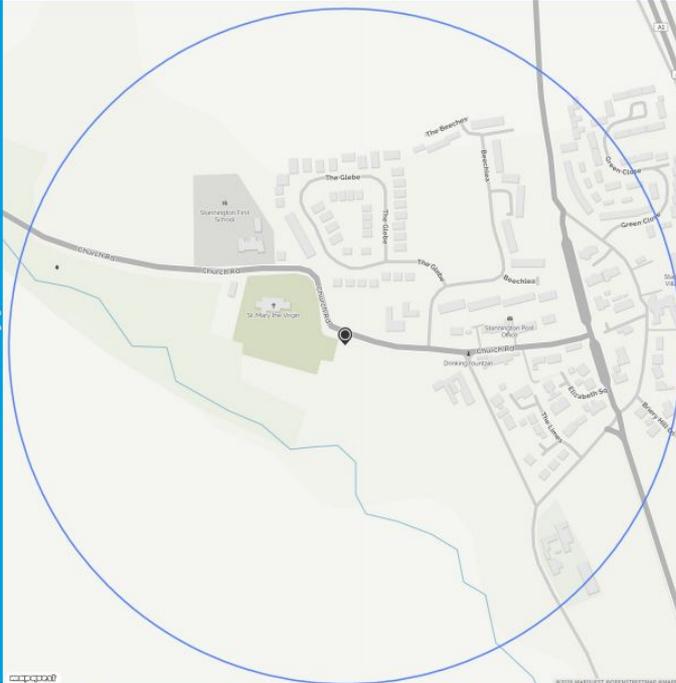
We take part in the Living Streets WOW campaign and pupils can earn badges every month if they take part in active travel to school.

5-MINUTE WALKING BUBBLE

#StaySafeGetActive on your journey to school



Stannington First School



Protect our children

If possible, walk, cycle or scoot to school

If you have to drive, park at least 5-minutes away

Supported by the
Department for Transport

The Ridley Arms car park is less than ten minutes walk from school.

Children arrive energised and ready to learn.

Please be respectful of our neighbours and avoid parking in the Glebe.

We encourage active travel in all weathers - we believe *there is no such thing as the wrong weather, just the wrong clothes*

For more hints, tips and information please visit www.modeshiftstars.org/staysafegetactive

This 5-minute walking zone represents a distance of 400m measured as a straight line, based upon an average walking speed of 3-miles per hour

Developing a growth mindset

Our values:

- honesty
- kindness
- perseverance
- resilience
- respect
- teamwork

We encourage all of our pupils to develop a 'Have a Go' attitude and to accept that mistakes are an important part of learning.

PARENT'S GUIDE TO A GROWTH MINDSET

*Your brain is like a muscle. When you learn, your brain grows.
The feeling of it being hard is the feeling of your brain growing!*

Big Life Journal

RECOGNIZE YOUR OWN MINDSET

BE MINDFUL OF YOUR OWN THINKING AND THE MESSAGES YOU SEND WITH YOUR WORDS AND ACTIONS.



ASK

"WHAT DID YOU DO TODAY THAT MADE YOU THINK HARD?"
"WHAT NEW STRATEGIES DID YOU TRY?"
"WHAT MISTAKE DID YOU MAKE THAT TAUGHT YOU SOMETHING?"
"WHAT DID YOU TRY THAT WAS HARD TODAY?"

THE POWER OF "YET" SAY

"YOU CAN'T DO IT YET."
"YOU DON'T KNOW IT YET."
"IF YOU LEARN AND PRACTICE, YOU WILL!"

VS

BRAINS can GROW



FIXED MINDSET

MY INTELLIGENCE, TALENTS, and ABILITIES are FIXED.

GROWTH MINDSET

I CAN DEVELOP MY INTELLIGENCE, TALENTS, and ABILITIES.

FAILURES AND MISTAKES = LEARNING SAY

"MISTAKES HELP YOU IMPROVE."
"YOU CAN LEARN FROM YOUR MISTAKES."
"LET'S SEE WHAT OTHER STRATEGIES YOU CAN TRY."

PRAISE FOR:

EFFORT
STRATEGIES
PROGRESS
HARD WORK
PERSISTENCE
RISING TO A CHALLENGE
LEARNING FROM A MISTAKE

NOT FOR

TALENT
BEING SMART
BORN GIFTED
FIXED ABILITIES
NOT MAKING MISTAKES

Whole school information: reporting illness:

- If your child has prescribed medicine, that requires administration during the day, please complete a consent form and leave it with the medicine, at the school office. Don't send medicine in a book bag. We can store medicine in a fridge if required.
- We can administer calpol for pains e.g aches or sprains but a consent form must be completed and the medicine handed to the office. Liquid paracetamol does not need to be prescribed by a GP. If your child needs paracetamol to control a high temperature, we suggest they remain at home
- If your child has sickness, or diarrhoea
- they must remain at home for 48 hours after the last bout of illness.
- If your child will not be attending school, please inform the school office by 8:30 - you can leave a message
- Please try to make medical/dental appointments outside the school day, where possible

Whole school information: Handwriting

- Holding a pencil correctly is very important and it is helpful to reinforce this at home
- We practise the correct letter formation as soon as new letters are introduced
- Correct number formation is also important
- We add a flick to the end of letters as soon as we start writing them
- We practise joining letters when digraphs are introduced e.g. ay, ow
- This page demonstrates our handwriting style; we don't join from a capital letter or loop our y, g or j
- This is how we teach the following letters: Kk Ff Xx
- Handwriting is expected to be fluent, legible and cursive (joined) by the end of year 2

Whole school information: maths and our calculation policy

- Problem solving and reasoning
- Key maths facts can be reinforced at home using [Numbots](#) or [Times Tables Rockstars](#)
- Our [calculation policy](#) is available on the school website and shows how we teach different aspects of maths
- Times Tables - by the end of Year 4, pupils are expected to know all the facts for tables x2 to x12
- Year 4 - national multiplication check



Whole school information: Music

- We follow a music scheme called Charanga in school - information on our website
- Years 1 - 4 have a weekly 30 minute samba drum lesson
- The whole school also has 30 minute vocal coaching/singing lesson with Ms Flora Smith who is a peripatetic teacher
- Guitar and keyboard lessons (keep an eye out!)



Any questions?

Follow us on Facebook or Twitter -
links are on the website homepage

The screenshot displays a website layout with three main sections: 'Latest news', 'Social feed', and a calendar for 'September 2021'. The 'Latest news' section lists several newsletters and events. The 'Social feed' shows a tweet from Dave Buchan and a post from Stannington First School. The calendar highlights 'Lunches Week 3' on September 20th and 'Lunches Week 1' on September 27th. A large blue arrow points upwards from the bottom center of the page towards the social media links at the bottom of the 'Social feed' section.

Latest news

- 10th September, 2021
10th September: Newsletter
- 16th July, 2021
End of term newsletter
- 8th July, 2021
Newsletter - important remin...
- 1st July, 2021
Science Week
- 25th June, 2021
Newsletter - 25th June

[View news](#)

Social feed

Dave Buchan
@BikeDoctorDave

Whoooooo finishing touches 👍🚲🤔
totally awesome #BikeTrack
@StanningtonFir2 #morekidsonbikes
#culturalchange @bike4healthorg Every
school should have one !!!!!!!
@N_landCouncil <https://t.co/tpYVhtSLG8>
4:12pm - 07th September, 2021

Stannington First School
@StanningtonFir2

It's all go here at school - work has started on our new ground source heating system. They are drilling the bore holes which will

[Find us on Facebook](#) [Follow us](#)

September 2021

M	T	W	T	F	S	S
30	31	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	1	2	3
4	5	6	7	8	9	10

SEP 20 Lunches Week 3
All day

SEP 27 Lunches Week 1
All day

[View events](#)