Desford Community Primary School (5)



2024-25 Parent Welcome Meeting

Year 2/3

Aims & Purpose



To give parents an overview of the key areas of school culture, behaviour and curriculum.

Meet the staff
School Ethos
Behaviour
Uniform/What to bring

Attendance & Punctuality
Curriculum & Homework
SEND/Pupil Premium
Communication

STAFF



Kingfishers

Mrs Chadwick
Mrs Martin (Wed)

Swallows

Mrs Ajetunmobi

Jays

Miss Marshall

Support Staff

Mrs Murrell

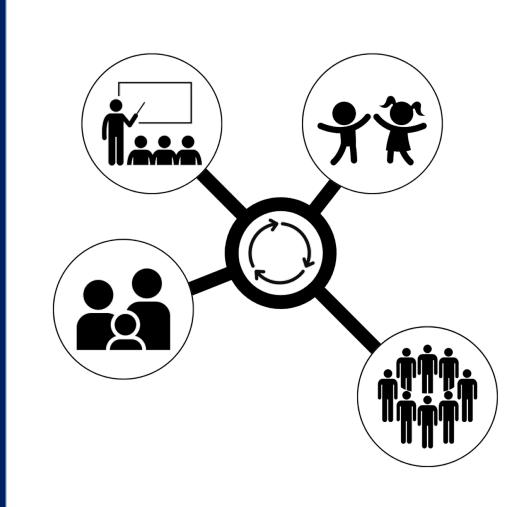
Mrs Nutting

Miss Dufresne

SCHOOL ETHOS & CULTURE







YEAR 2/3 MIXED YEAR GROUPS



	WB 18 th March	Easter Holiday	Easter Holiday	WB 8 th April	WB 15 th April	WB 22 nd April	WB 29 th April	WB 6th May	WB 13th May	WB 20th May	May half term	
20 th March LGB Staff Briefings Finance Update Finance Update and the need to restructure. Start of restructure process.		re Statutory Timescales.					LGB Update on staff restructure.	30 th May Teacher Resignation	า			
	WB 3 rd June	WB 10 th June	WB 17 th June	WB 24 th June	WB 1 st July	WB 8 th July	Summer Holiday	Summer Holiday	Summer Holiday	Summer Holiday	Summer Holiday	Summer Holiday
Ath June Budget confirmed Feasibility analysis 14 or 13 classes Comparative curriculum Explored and mapping					2 nd J LGB: Upda re-stru Class Struct	te on staff cture.	Further curriculum design and mapping					

Further info about 2/3

costed up options.



COMMON THEMES & QUESTIONS FROM THE 6 RESPONDERS:

We just wanted to say thank you for all of the work staff are putting in to make the year 2/3 group run successfully. We know it's a lot of extra work to redesign the curriculum and we really appreciate your efforts!

Other than the detailed information being shared too late, I thought the school had communicated well and I am perfectly happy for my child to be in a mixed class as long as the calibre of teaching is good (which I assume is something we're all aiming for).

I have had two children go through Desford through mixed age group classes and both flourished in this environment, it's the culture created by the school and the teacher that is the most important thing



HOW THE DECISION WAS MADE

With the size of the cohort known a while ago, could the need to mix classes have been picked up sooner? The shorter notice was due to funding changes. If funding had not dropped, we could have sustained two year 2 classes for this year.

Could the options have been shared with parents before a final decision was made? The Options were for school leaders to consider and assess. After exploring all possibilities, there was only one viable option that was child focused and within the financial constraints. We do agree that the contextual information could have been shared a day earlier.



CLASSROOM SUPPORT

With reduction in TA's, what additional support will be available in each of the three classes? There is not a real time reduction in support of staff in school (high needs leaving) Support prioritized by need in these classes (as with any year group)
Staff placed in year groups with matching expertise.

How are you able to split the years out for maths etc, yet staffing levels aren't high enough to split out the classes long term? How will the staffing gap here be bridged? We can ensure that there is always teaching assistants when the year 2s are together as a large group for daily phonics and maths, as well as half termly science. This wouldn't have been possible if a whole class all day every day.



STANDARDS AND PROGRESS

How will we ensure that the new system is working and that level of education is being achieved? Mixed year groups are common place in many schools so

Monitoring, coaching, pupil learning forums, peer reviews (LiFE), challenge partners. Performance of teachers, in any context, is the role of school leadership. Whether this be outstanding performance, or a teacher underperforming, this is only for the school to know. This is the same for any year group and is no different for the mixed year group classes.

Will year 2 children be doing SATS and if so, how? Although not statutory, we still do them to aid assessment. Preparation is no different to any other year group, following the curriculum that moves children towards end of year expectations is the approach.

How will pupils' progress be communicated if being taught by a different teacher? Parents will receive attainment and progress (parents' evening, reports) for their child from the class teacher, with notes from any other teachers that regularly teach core lessons.



FUTURE PROOFING

What will happen if/when new children join the cohort? This depends on how many join and in which year groups. If more staff are required due to large rise in numbers, we will request support from the trust. Any changes will be communicated. All decisions will be child centered.

Will there be mixed year groups next year? How might this work? Likely there will be a year 3/4 mix with these 2/3 mix children. We are already using a rolling programme in relevant subjects to ensure coverage is maintained now and in future.



CURRICULUM & LEARNING (picked up later...)

Who is teaching the year 2 children for phonics, spelling, science and maths?

What will year 2 children do whilst year 3 children are doing French?

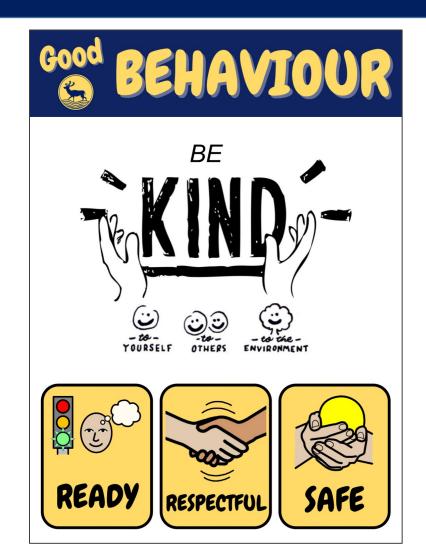
When will the new curriculum be shared with parents?

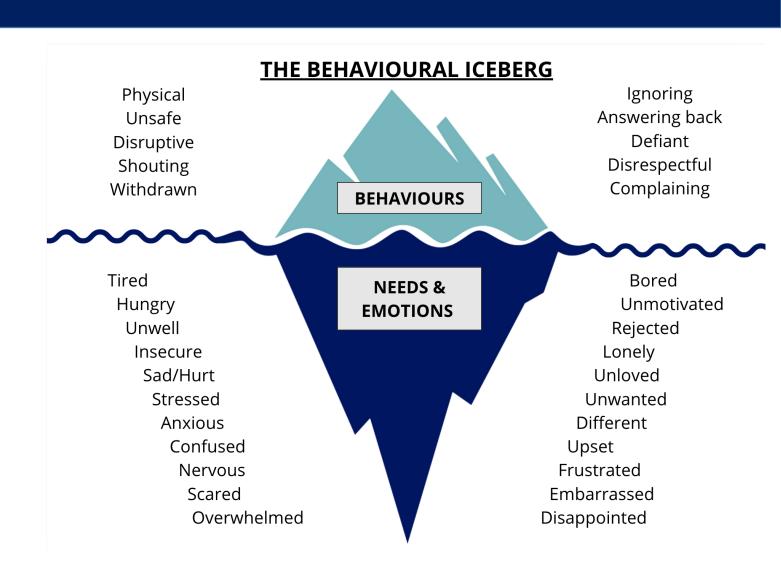
How many different teachers might my child have?

Will year 2s be taught as one year 2 group?

BEHAVIOUR







BEHAVIOUR



a BEHAVIOUR



PRAISE AND POINTS

- You can earn praise and Dojo points by following our school rules and routines.
- Staff may tell your parents how brilliant you have been.
- Any member of staff can praise your behaviour and award you with Dojo points.
- Lunchtime staff can award you with stickers or tokens that earn Dojo points.



CONSEQUENCES

- Staff will use the behaviour pyramid to support & respond to your behaviour.
- Some behaviours may result in you losing some break or lunchtime.
- Staff will always speak with you about your behaviour
- Staff may speak with your parents if your behaviour is not meeting expectations.

WHOLE CLASS

REWARDS

their Class Dojo Points Target.

Targets take class size into account.

WHOLE CLASS REWARDS

An afternoon of activities that have

been voted for by the children.

Usually on a Friday afternoon towards

the end of a half term.



RECOGNITION BOARDS



children, their label move onto the recognition board beside the behaviou

RECOGNITION BOARD

Every child is awarded 5 Points each once everyone's name is on the board. Board should be completed at least once

CLASS CHAMPION



Awarded for 'standout moments' that demonstrate the school ethos & values 2 to 4 awards given our each week.

Each child awarded up to 4 per year

CLASS CHAMPION Certificate presented in an assembly Additional break time.

'Front-of-line' pass for I week.





2) Ready



3) Respectful



4) Safe





BE KIND, READY, RESPECTFUL AND SAFE

BE KIND, READY, RESEPCTFUL and SAFE

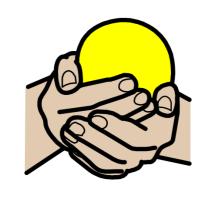
BEHAVIOUR





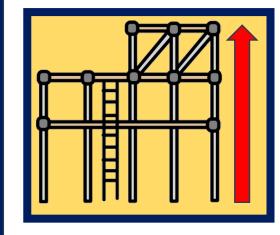
High Expectations – Never lowered







Individual Context



Scaffolding Up

SEND - learning/behaviour

Safeguarding

QUESTION & ANSWER



UNIFORM EXPECTATIONS







UNIFORM EXPECTATIONS



Hair & Accessories



Hair should be smart and presentable whilst allowing for some self-expression.



Small, subtle hair accessories in school uniform colours are permitted (e.g. blue, white, black and grey).



Children can wear hats during outdoor social time and in PE lessons for sun protection.

Jewellery & Devices



Jewellery such as earrings, necklaces, bracelets and friendship bands are not permitted, with the exception of small studded earings.



Watches are allowed. Devices that have the capacity to take video/photos or send & receive messages or calls not permitted.



Mobile phones are not permitted in school except in circumstances outlined in the mobile phone policy which can be found on the school website.

PE UNIFORM EXPECTATIONS



THE LOWER HALF

We appreciate that finding shorts, tracksuits or leggings in school colours may be more difficult from some shops, so we ask that you buy them in line with the readily available colour scheme shown below.



THE TOP HALF

We ask that your child always changes into a different top for PE. This should be a standard plain T-shirt or sport T-shirt and in one of the colours shown below. No logos, slogans or team kits (e.g. football, rugby)



T-shirt

Jumper

PE UNIFORM EXPECTATIONS



PE SAFETY



JEWELLERY

We ask that all jewellery and watches are removed for PE and swimming. It may be more convenient for jewellery to be removed on PE days.



HAIR

All children with longer hair need to tie their hair back for PE lessons. Where children do not have hair ties, we will provide them to the children.



WEATHER

Children in Key Stage 2 need to be prepared for outside PE but children in EYFS, Y1 and Y2 will usually be indoors when the weather is colder.



NON-PARTICIPANTS

Pupils unable to take an active part in a lesson will fulfil a non-participant role such as: a journalist; equipment manager; coach; referee.

Footwear does not need to be in the school colours and should be PE trainers that fit comfortably.

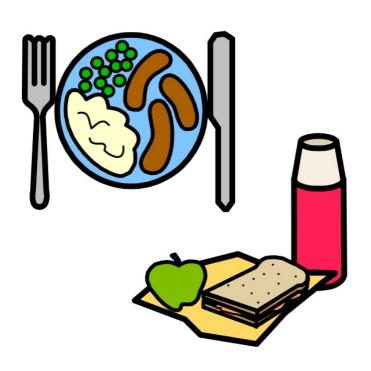


PE Trainers or plimsolls

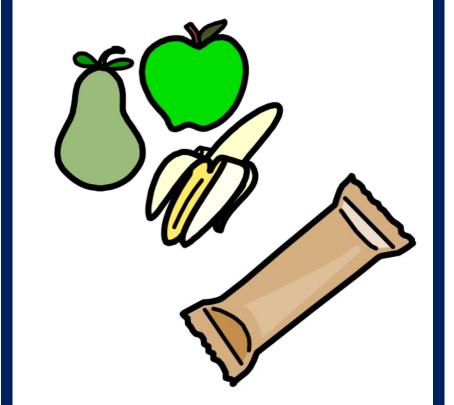
SNACKS & LUNCH



Hot dinners & Packed Lunches



Snacks in EYFS, KS1 and KS2



Applying for milk





Allergy Aware





NATIONAL ADVICE: The Anaphylaxis Campaign does not advocate a total nut ban in schools because it is extremely difficult to enforce due to so many different products containing nuts or traces of nuts.

When we know your child has a serious food allergy, we will meet with you to discuss their needs and create a care plan based upon these needs. The Kitchen will also create a diet plan.

PARENTS WILL:

- Provide details of any food allergies their children may have
- Not send any food into school that they know contains nuts
- Encourage their children not to share their food with other children

WHAT TO BRING



Please Bring

Water bottles

PE Kit stays at school

Reading book & record

Achievement certificates/awards

Do not bring

Toys

Expensive items

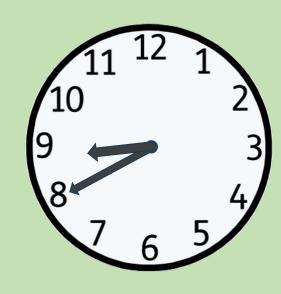
Jewellery

QUESTION & ANSWER



PUNCTUALITY AND ABSENCE





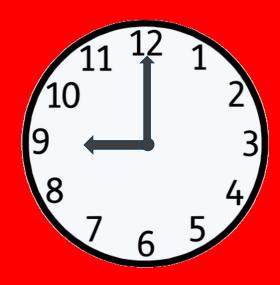
Gates open 8:40

Initial Learning 8:40 – 9:00



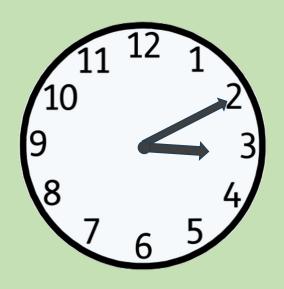
Gates close 8:50

Register taken 8:50 -9:00



Register closes 9:00am

Further arrivals marked as absent



Gates open 3:10

Children collected

PUNCTUALITY AND ABSENCE



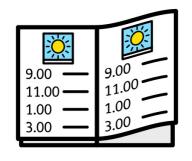
Attendance	Number of days absent per year*	Rating	Comment
99% to 100%	1-2 days	Attendance Hero	Attendance HERO!
97% to 98.9%	3-5 days	Green	Good
96% to 96.9%	6-8 days	Amber – Green	Below College target
94% to 95.9%	9-11 days	Amber	Requires Improvement
90% to 93.9%	12-19 days	Amber – Red	Cause for Concern
Below 90%	20 days or more	Red	Serious Cause for Concern













PUNCTUALITY AND ABSENCE



Penalty Notices for unauthorised absences: What you need to know about the changes.

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for unauthorised absences that occur after 19th August 2024.

5 Consecutive Days of Term Time Leave.

Penalty Notice fines will be issued for term time leave of 5 or more consecutive days, and for fewer days where this has happened before.

10 Sessions of Unauthorised Absence in a 10-week period

Penalty Notice fines will be considered when there have been 10 sessions of absence in a 10-week period.

Per Parent, Per Child

Penalty Notice fines will be issued to each parent, for each child who was absent.

For example: 3 siblings absent for term time leave will result in each parent receiving 3 separate fines.

First Offence

The first time a Penalty
Notice is issued for Term
Time Leave or irregular
attendance the amount will
be:

£160 per parent, per child when paid within 28 days.

Reduced to £80 per parent, per child if paid within 21 days.

Second Offence (within 3 years)

The second time a Penalty Notice is issued for Term Time Leave or irregular attendance the amount will be:

£160 per parent, per child when paid within 28 days.

(No option to pay at £80 level)

Third offence and Any Further Offences (within 3

The third time an offence is committed for Term Time Leave or irregular attendance a Penalty Notice will not be issued. The case will proceed to the Magistrates' court.

Magistrate's fines can be up to £2,500 per parent, per child.

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Please consult your school's attendance policy and speak with your school if you are thinking of taking your child out of school during term-time. It is likely you will need to make a written request to take your child out of school and any leave of absence will need to be agreed by your Headteacher before it is taken.



QUESTION & ANSWER



TIMETABLE

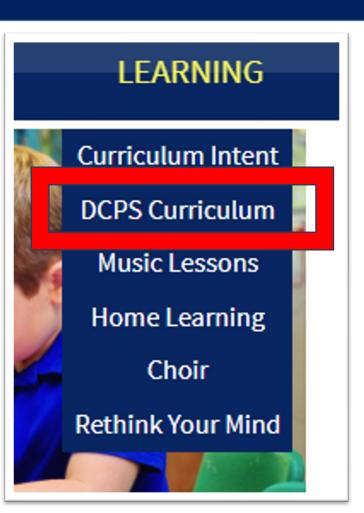


		08:40-1	0:30	10:30- 10:45	10:45-11:50	10:45-11:50 12:40				12:40-15:10			
Monday	CREW	Assembly	English		Maths Y2 – LM Y3 – MC/KA		Change for PE and story	13:00- P		14:00-15:00 PSHE			
Tuesday	CREW	9-9:30 Reading	English	au au	Maths Y2 – LM Y3 – MC/KA	e e	12:40- Stor	Phonics		der Curriculu (History)	m		
Wednesday	CREW	9-9:30 Reading	Playtime still the still t		Maths Y2 – LM Y3 – HM/KA	Lunchtime	12:40- Stor	1—1:30pm Y2 — Phonics Y3 — French	13:30—14:00 Handwriting	14:00-15:00 Computing			
Thursday	CREW	9-9:30 Reading	English	a	Maths Y2 – LM Y3 – MC/KA	3	12:40- Stor	1-1:30pm Y2 - Phonics Y3 - Spelling	Wider Curriculum (History)		Phase Assembly		
Friday	CREW 9-9:30 English			Maths Y2 – LM Y3 – MC/KA		12:40- Stor	1—1:30pm Y2 — Phonics Y3 — Spelling	Wi	der Curriculu (History)	m			

CURRICULUM DOCUMENTS

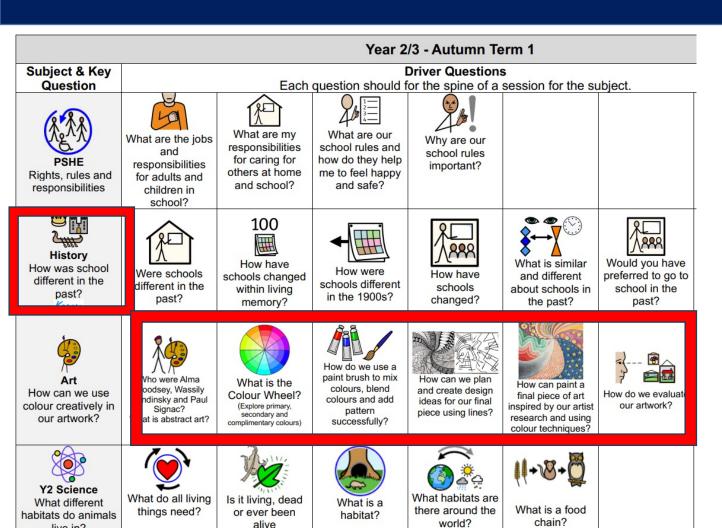






CURRICULUM DOCUMENTS





live in?

Unit driver question

Lesson driver question

ENGLISH DOCUMENTS



Yr.	Text	Sentence	Word	Punctuation		
	Consistent verb tense (past/present) throughout a piece of writing Introduction to paragraphs (as a way to group related material) In narratives, create settings, characters and plot Plan openings around character/s, setting, time of day or type of weather	 Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, etc.) Extend the range of sentences using a wider range of conjunctions, e.g. because, and, but, so, when/while, if, that, etc. 	Use capital letters for proper nouns Graph of the forms 'a' or 'an' before a noun (according to whether the next word begins with a consonant or a vowel) Use more effective similes using 'as' or 'like' (e.g. Madeleine's music was as loud as an explosion; Hitesh swims like a fish, etc.)	Apostrophes to mark where letters are missing, i.e. contraction (For example: I'm, didn't, etc.) and to mark singular possession in nouns (For example: The boy's book)		
3	In non-narrative writing, use simple organisational devices (e.g. headings and subheadings) Proofread for spelling and punctuation errors Make improvements to writing through more specific word choice (e.g. adjectives, verbs). For example: The old man walked up the hill = The elderly man plodded up the hill.	Developing the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Use adverb (ly) starters or prepositional starters to add detail e.g. Slowly, she opened the door into the living room; Behind the box, he found a mouse, etc.	 Formation of nouns using a range of prefixes (For example: super-, anti-, auto-) Use powerful verb choices (i.e. Synonyms for verbs such as "said" or "go") Use possessive pronouns, i.e. my, your, his, hers, its, ours, theirs Identifying all the basic word classes of a simple sentence (i.e. noun, verb, adjective, preposition, adverb) 	Use a comma <u>after</u> a fronted adverbial phrase (of time/manner), prepositional phrase or adverb ending in "-ly" Use inverted commas to punctuate direct speech		
	In narratives, begin to use paragraphs to organise each part of the story to indicate a change in place or in time Assess the effectiveness of writing and make improvements (through editing)	Understand the difference between a phrase and a clause Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (e.g. David sighed. <u>He</u> needed this wedding.)	Word families based on common words, showing how words are related in form and meaning (For example: fear, feared, fearful, fearfully)	Introduce a colon with 'instructions' Use bullet points for simple lists (e.g. Instructions – equipment, ingredients, materials, etc.)		
	Write a simple narrative with a beginning, middle and end Start a simple narrative around the character or setting (or time of day / weather) Make simple improvements to writing (after discussion with the teacher or peers)	Know the difference between a command, statement, question and exclamation Start sentences using simple adverbs Use a range of conjunctions (i.e. but, and, because, so)	Use simple similes using 'as' or 'like' Understand and use imperative verbs Form more complex compound words (e.g. whiteboard, superman, butterfly, etc.)	Correctly use capital letters, full stops, question and exclamation marks Use commas for lists		
2	Write an ending to a story with a <u>short</u> paragraph Use headings and sub-headings in non-fiction (e.g. non-chronological report) Group related ideas in sections Proofread work for errors (e.g. missing capital letters/full stops) and make some simple improvements to their writing	Vary sentence openers within a piece of writing (inc. adverbs and verbs, -ly and -ing) Begin to select adjectives for greater effect Use expanded noun phrases (e.g. the blue butterfly; plain flour, etc.)	Use <u>simple</u> quantifiers/generalisers (e.g. Most, some, many, all, etc.) Form nouns using the suffixes 'ness' and '-er' (e.g. darkness, cleaner, etc.) Use '-ly' to turn adjectives into adverbs (e.g. clever = cleverly, brave = bravely, etc.)	Use apostrophes for contraction (e.g. can't, don't, l'II, etc.) Begin to use commas after an '-ly' opener		
	Use past or present tense consistently throughout a piece of writing Make some considered improvements in their writing (e.g. adding in or changing words) Use the progressive/continuous form of verbs in the present or past tense (e.g. She is drumming; He was shouting, etc.)	Use a range of coordinating and subordinating conjunctions (inc. but, and, because, so, when, if, that) Use more complex expanded noun phrases (including warm, crusty bread; kind, caring friend; plenty of money; lots of flowers, etc.)	Use two adjectives to describe a noun (e.g. The strict, serious head teacher, etc.) Form adjectives using the suffixes '-ful' and '-less' (e.g. careful, careless, etc.) Know the difference between common homophones (e.g. there, their, they're, etc.)	Use apostrophes for singular possession (e.g. The teacher's classroom, etc.) Begin to use inverted commas when a character speaks (i.e. dialogue)		

A detailed progression of skills that shows every objective covered over the course of the year.

ENGLISH DOCUMENTS



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	AUTUMN				SPRING				SUMMER				
1	The Tunnel The Tunnel' (a.) - Anthony Browne Where the Wild Things Are' (b.) - Maurice Sendak		'Diary of a Big Bad Wolf' (a.) - Ben Miller 'Journey' (b.) - Aaron Becker		'Indigo and Wilde' - Pipps Currick		ROALD DAHL "Wills 'The Twits' - Roald Dahl		"How to Live Forever" - Colin Thompson		'Planet Omar: Accidental Trouble Magnet' - Zanik Mian		
L	Outcome: (- Narrat	ive (a.)	Outcome: (2.5 weeks) - Narrative (a.)		Outcome: (2 weeks) - Narrative (action scene)		Outcome: (2 weeks) - Recount		Outcome: (1.5 weeks) - Narrative		Outcome: (2 weeks) - Narrative		
	2. Key Skills: - Expanded noun phrases - Conjunction (and)	Y3. Key Skills: - Expanded noun phrases - Similes - Conjunctions	Y2. Key Skills: - Homophones (there, their, they're; too, to, two) - Similes	Y3. Key Skills: - Homophones (there, their, they're; too, to, two) - Prepositional phrases	Y2. Key Skills: - Sentence construction (-ing and -ly openers)	Y3. Key Skills: - Sentence construction (Openers: P.I.L.E.)	Y2. Key Skills: - Contractions (can't couldn't he's don't) - Suffixes (e.g. flykness - spiteful, ugilness, etc.)	Y3. Key Skills: - Contractions (won't shan't you're they're) - Prefixes (on/mis/ds: - unkind, misguided, disguided, disguided,	Y2. Key Skills: - Prepositional phrases - Similes	Y3. Key Skills: - Prepositional openers (with comma) - Similes	Y2. Key Skills: - Adjectives for effect - Regular/irregular past tense verbs	Y3. Key Skills: - Expanded noun phrases (using 'and') - Past progressive tense verbs - Adverbs	
ol	CEWs: limb, floor, many, ld, she/he, there, was/were, water	CEWs: beautiful, behind, climb, heard, imagine, strange, strength, surprise	CEWs: clothes, eye/s, great, has, naughty, old, she/he, wild	CEWs: both, clothes, eye/s, great, laugh, material, naughty, strange	CEWs: because, behind, break, called, floor, great, parents, water	CEWs: appear, behind, floor, heard, strange, strength, surprise, water	CEWs: different, eye, find, naughty, only, prove, sure, thought	CEWs: different, early, guard, imagine, learn, promise, strange, thought	CEWs: beautiful, behind, could, even, every, gold, many, whole	CEWs: beautiful, behind, believe, even, every, length, special, strange	CEWs: because, children, class, different, everybody, friend, laugh, school	CEWs: children, different, everybody, laugh, learn, promise, strange, thought	
ı	Outcome: (2.5 weeks) - Recount (b.) - Max's day (from home to island and back again)		Outcome: (2.5 weeks) - Instructions (a.) - Making gingerbread		Outcome: (3 weeks) - Non-chronological report - Create a class monster (using Al) with an associated non-chronological report (e.g. appearance, diet, behaviour, etc.)		Outcome: (1.5 weeks) - Narrative (character description) - Description of Mr/Mrs Twit (i.e. appearance & personality/behaviour)		Outcome: (2 weeks) - Formal letter (to persuade) - Either to the council for more opening hours at local library or to Mr Wilson for updating/upgrading school libraries		Outcome: (3 weeks) - Narrative (story) - Defeating a bully story (i.e. Omar in the playground with Daniel; teacher intervenes)		
pa	2. Key Skills: - Regular ast tense verbs (-ed endings) Time adverbials (first, next)	Y3. Key Skills: - Irregular past tense verbs - Time adverbials (early in the morning)	Y2. Key Skills: - Commas in a list - Imperative verbs	Y3. Key Skills: - Imperative verbs with adverbs - a/an	Y2. Key Skills: - Present tense verbs -Quantifiers (e.g. most, many, some, all)	Y3. Key Skills: - Present tense verbs - Quantifiers & Generalisers (e.g. always, often, sometimes, usually)	Y2. Key Skills: - Possessive apostrophe (singular)	Y3. Key Skills: - Possessive apostrophe (singular and plural)	Y2. Key Skills: - Personal pronouns (I, my, me, we, they, us, them, you)	Y3. Key Skills: - Personal pronouns (I, my, me, we, they, us, them, you)	Y2. Key Skills: - Adjectives for effect - Regular past tense verbs	Y3. Key Skills: - Expanded noun phrases (using 'and') - Irregular past tense verbs - Adverbs	
	CEWs: different, laugh, many, naughty, old, there, was/were, wild	CEWs: climb, different, friend, group, heard, naughty, strange, wild	CEWs: after, break, different, hour, one, out, two, whole	CEWs: again, break, children, important, minute/s, quarter, should, sure	CEWs: different, find, many, most, move, natural, their, wild	CEWs: different, group, natural, often, popular, special, strange, strength	CEWs: clothes, many, naughty, old, their, two, un/kind, wild	CEWs: breath, clothes, heart, naughty, special, strange, un/natural, woman	CEWs: because, could, money, most, parents, school, should, would	CEWs: believe, difficult, imagine, important, learn, money, parents, popular	CEWs: asked, because, behind, called, children, everybody, most, only	CEWs: appear, behind, continue, difficult, everybody, promise, strenath, thought	
	Outcome: (2 weeks) - Poetry Diamanté Poetry - Max/monsters or two characters from traditional tale, e.g. troll and witch		Outcome: (3 weeks) - Narrative (b.) (retell of a story) - Using key images to write the story of 'The Journey'				Outcome: (2 weeks) - Narrative ((dialogue) - Conversation between Mr &Mrs Twit or Mr Twit and the boys (in his garden)						
Yź	2. Key Skills: - Recap word class (noun, verb, adjective)	Y3. Key Skills: - Recap word class (noun, verb, adjective)	Y2. Key Skills: - Conjunctions (and, but, because, when, so) - lx, adverbs	Y3. Key Skills: - Conjunctions (and, but, because, when, so, although, even though) - Fronted adverbials (-bu) with commas			Y2. Key Skills: - Speech bubbles - S.A.S.	Y3. Key Skills: - Inverted commas (with correct punctuation - S.A.T.S.					
			CEWs: after, beautiful, behind, gold, she/he, there.	CEWs: appear, beautiful, caught, climb,			CEWs: because, children, climb, different,	CEWs: build, different, enough, every,					

Which books are used as inspiration for each unit.

Key skills and spellings

PHONICS/SPELLING





<u>Year 2 - Our phonics Scheme – Little Wandle</u>

- Children in year 2 and 3 who require catch up with phonics will **be** assessed to match books to stage
 - Home books are read in class 3 times then taken home
 - At home, children will be familiar with the book and largely independent in reading it
 - Children can choose to read and share other books

Year 3

- 4 x 10 minute spelling sessions a week on the common exception words for year 3.
- 1 x Spelling Shed lesson per week for spelling rules and patterns

READING BOOKS FOR HOME



- Children not having books linked to their phonics will have books matched to their reading ability.
- Regular reading and completion of star reading challenges recommends suitable books for supporting continued progress.

PE & FOREST SKILLS



PE

1 – 2 times per week

Covers fundamental skills as well as specific sports as children progress through to KS2



Forest Skills

Every year group has a 6 week block during the year.

Currently need to bring a change of weather appropriate clothes and shoes.



RAPID CATCH UP / INTERVENTION





Phonics / Reading (additional)
In class intervention
Enhanced feedback



HOMEWORK Overview



YEAR GROUP	ENGLISH READING	ENGLISH PHONICS	ENGLISH SPELLING	MATHS	OTHER
EYFS	3-5 times per week 10 mins per session Other wider reading	Home phonics folder Sounds/words/Captions Practice 3 x 5mins p/w		Numbots 10 minutes per week	Developing parent voice Further focussed tasks set by need Optional wider curriculum tasks (set half termly)
YEAR 1	3-5 times per week 10 mins per session Other wider reading	Home phonics folder Sounds/words/Captions Practice 3 x 10mins p/w	SUMMER TERM 5 Spelling Shed games per week	Numbots 2 X 10 mins per week	Optional wider curriculum tasks (set half termly)
YEAR 2	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Autumn/Spring Numbots 20 minutes per week Spring/Summer IT Rockstars 20 minutes per week Jamming/Garage	Optional wider curriculum tasks (set half termly)
YEAR 3	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 20 minutes per week Jamming/Garage	Optional wider curriculum tasks (set half termly)
YEAR 4	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Optional wider curriculum tasks (set half termly)
YEAR 5	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Additional Eng/Ma/Topic (rotate) Optional wider curriculum tasks (set half termly)
YEAR 6	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Aug-Dec: Additional Eng/Ma/Topic (rotate) Jan-May: CGP Revision books May - July: Transition projects Optional wider curriculum tasks (set half termly)





+5

We understand that family life away from school is very busy

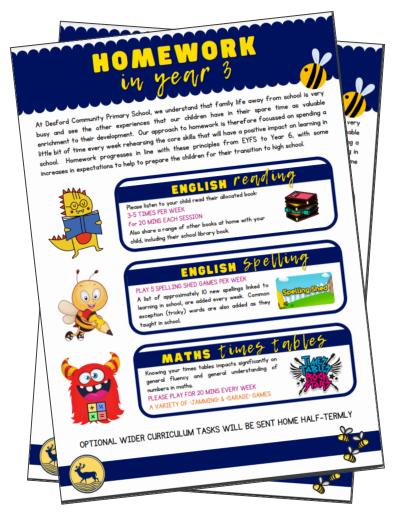
We see the other experiences that children have in their spare time as valuable enrichment to their development.

Our approach to homework is therefore focussed on spending a little bit of time every week rehearsing the core skills that will have a positive impact on learning in school.

Homework progresses in line with these principles from EYFS to Year 6, with some increases in expectations to help to prepare the children for their transition to high school.

Regular, focused homework can improve pupil progress by 5 months







YEAR 2

THE READING RAFFLE
Read 3 times per week (signed by a parent) to enter
Prizes once per half term in each class

YEAR 3

ENGLISH rending

Please listen to your child read their allocated book:

3-5 TIMES PER WEEK for 20 MINS EACH SESSION

Also share a range of other books at home with your child, including their school library book.



ENGLISH rending

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3-5 TIMES PER WEEK
for 20 MINS EACH SESSION

Also share a range of other books at home with your child, including their school library book.





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PLAY 5 SPELLING SHED GAMES PER WEEK

A list of approximately 10 new spellings linked to learning in school, are added every week. Common exception (tricky) words are also added as they taught in school.





YEAR 2

YEAR 3

maths number fluency

Autumn/Spring: Numbots Spring/Summer: TT Rockstars

Numbots provides fun ways for children to rehearse their understanding of early number skills. Times Table Rockstars improves recall of times tables facts & impacts significantly on general fluency and understanding of numbers in maths.



PLEASE PLAY FOR 20 MINS EVERY WEEK IN TOTAL

A Variety of TT Rockstars (Jamming/Garage) and Numbots

maths times tables

Knowing your times tables impacts significantly on general fluency and general understanding of numbers in maths.

PLEASE PLAY FOR 20 MINS EVERY WEEK
A VARIETY OF 'JAMMING' & 'GARAGE' GAMES



WIDER CURRICULUM HOMEWORK





Year 2/3 Optional Homework Tasks - Autumn 1

All of the recommended tasks below link to the subjects that we will be learning this half term. Choose as many of the tasks that you wish to complete. Completed tasks can be brought into school to share, or pictures shared via Dojo.

<u>History</u> 📜	<u>PSHE</u> 📳	E-Safety 😭
How were schools different in the past?	Rights, Rules and Responsibilities	How can we stay safe online?
Ask questions to people in your family to find out what school was like when they were younger.	If you could make a rule of your own, what would that rule be and why?	Create a poster to show how we can stay safe online. This could be a poster created either using
Think about: uniform, lessons, homework, the	-	paper or digitally.
classroom and rewards and consequences.	Give three reasons for your rule. Think about how	Everyone across the school will have this as a
Think about how you can show what you find out – you could write, draw or even take a video	it would affect other people.	task and we can't wait to see them all and put some up around school!
of you interviewing somebody.		some up around sensor.
Year 2 Science 🍿	<u>Year 3 Science</u> 🐲	<u>Art</u> 🧐
What different habitats do animals live in?	What are light and shade?	How can we use colour to improve art?
Very locally, we have habitats such as woodland	Create a shadow puppet or shadow puppets of	Kandinsky used lots of shapes (such as circles,
(we are very close to the National Forest)	your own to tell a story. If you're feeling extra	triangles, squares, rectangles) to create pieces of
grasslands (such as Bradgate Park) and freshwater habitats (such as Thornton Reservoir).	creative, you could even create a shadow puppet theatre!	artwork. Create a piece of art of your own using only
Visit one of these habitats and have a look at the	Think about the material that you will need to	circles, triangles, squares and rectangles.
different plants and animals you can find there. Take photos, draw or write about what you see!	use to make your puppet so that it casts a shadow.	
	E <u>nglish</u> Where the Wild Things Are	
	We will be reading the book 'Where the Wild Things Are'. Design your own monster!	
	You could draw a picture and label it, write a	
	character description of your monster or even do some junk modelling!	

TRIPS



Currently being matched to our updated curriculum.

All trips are linked to curriculum objectives.

RESIDENTIALS





Y2 School Sleepover (1 night) 20th June 2025 Y4 Beaumanor Hall (2 nights) 23rd – 25th Sept 2024 Y6 Hilltop (4 nights) 28th Oct – 1st Nov 2024

EXTRA CURRICULAR



With Coach Unlimited Oct 3rd, 10th, 17th	Sumn	ner Term 2:	September -	Octo	ober 2024
Thursday Years 3, 4 Dodgeball Years 4, 10th, 17th, 12th F21 Tespaces					
Years 3, 4 Dodgeball	Before School	ol, 08.00-08.45			
Years 3, 4 Dodgeball With Coach Unlimited Sept 5th, 12th, 19th, 26th Oct 3rd, 10th, 17th F21 Tespaces	Thursday				
Monday Sessing Sept, 2nd, 9th, 16th, 23rd, 30th	Years 3, 4		Sept 5th, 12th, 19th, 26th	£21	Spaces
7 5 5 6 5 6 7 5 6					
Y5, Y6 Girl's Football 7 Sessions: Sept, 3rd 10th, 17th, 24th £21 16 Spaces	Y1, Y2		3 vt, 2nd, 9th, 16th, 23rd, 30th	£21	16 Spaces
Y5, Y6 Girl's Football Sept, 3rd 10th, 17th, 24th £21 16 Spaces	Y1, Y2 Monday	Table Tennis With Mr Little & Mrs	5 st, 2nd, 9th, 16th, 23rd, 30th Oct 7th, 14th 7 Sessions: Sept, 2nd, 9th, 16th, 23rd, 30th		
	Y1, Y2 Monday Y5, Y6	Table Tennis With Mr Little & Mrs	7 Sessions: Sept, 2nd, 9th, 16th, 23rd, 30th Oct 7th, 14th 7 Sessions: Sept, 2nd, 9th, 16th, 23rd, 30th Oct 7th, 14th		
Tuesday	Y1, Y2 Monday Y5, Y6 Tuesday	Table Tennis With Mr Little & Mrs Singh-Barmi	7 Sessions: Sept, 2nd, 9th, 16th, 23rd, 30th Oct 7th, 14th 7 Sessions: Sept, 2nd, 9th, 16th, 23rd, 30th Oct 7th, 14th 7 Sessions:	£21	16 Spaces
Tuesday Y3, Y4, Y5, Y6 Allotment Club With Sara Wilson 7 Sessions: Sept, 3rd 10th, 17th, 24th Oct 1st-8th-15th 10 Spaces	Y1, Y2 Monday Y5, Y6 Tuesday	Table Tennis With Mr Little & Mrs Singh-Barmi	7 Sessions: Sept, 2nd, 9th, 16th, 23rd, 30th Oct 7th, 14th 7 Sessions: Sept, 2nd, 9th, 16th, 23rd, 30th Oct 7th, 14th 7 Sessions: Sept, 3rd 10th, 17th, 24th	£21	16 Spaces
	y2 onday Y6 esday Y6	Table Tennis With Mr Little & Mrs Singh-Barmi Girl's Football With Coach Unlimited	7 Sessions: Sept, 3rd 10th, 17th, 24th 7 Sessions: Sept, 2nd, 9th, 16th, 23rd, 30th Oct 7th, 14th 7 Sessions: Sept, 3rd 10th, 17th, 24th 7 Sessions: Sept, 3rd 10th, 17th, 24th	£21	16 Spaces

- Half termly from the office
- Sign up via the office
- Cost to cover staffing and resources

QUESTION & ANSWER



SEND







- The school SEND policy and SEND Information report are on the school website. Please read through and contact us if you wish.
- If your child has an identified need or diagnosis, please share this information with the class teacher.
- Initial concerns, contact class teacher in the first instance to talk about how your child presents in class, how they are coping with the work, and whether they may benefit from additional support or strategies.
- If you have any questions at all, please feel free to contact the school SENCO to arrange a meeting.

Special educational needs and disability code of practice: 0 to 25 years

THE PUPIL PREMIUM



What is The Pupil Premium?

- The Pupil Premium is extra government money which is paid to schools to support children's learning and development.
- We can support you in finding out if your child could receive the extra money.

What are the benefits to my child?

- Additional training for staff that benefits the support or activities provided
- Extra tools, materials and equipment to help with learning in school or at home
- Free or subsidised access to before and after school clubs, activities and music lessons
- Access to some free school uniform



THE PUPIL PREMIUM



Do I qualify to claim Free School Meals?

Families of children and young people in full-time education at any school maintained by Leicestershire County Council may be entitled to claim free school meals, providing they receive a qualifying benefit.

What are the criteria for qualifying for FSM

Some of the current criteria for claiming free school meals are:

- Income Support (IS)
- Employment and Support Allowance (Income Based)
- Child Tax Credit, provided the annual taxable income, as assessed by the Inland Revenue is not in excess of <u>£16,190</u>. Families who also receive an award of Working Tax Credit <u>do not</u> qualify to claim for free school meals
- Support under part VI of the Immigration and Asylum Act 1999

THE PUPIL PREMIUM



How do I apply for Pupil Premium Funding and Free School Meals?

- Send an E-mail to <u>freeschoolmeals@leics.gov.uk</u>
- Request an application form on 0116 3056588 or 0116 3057093

Apply via telephone on 0116 3056588 or 0116 3057093



QUESTION & ANSWER



COMMUNICATION



IRIS | ParentMail

School Office

Most information you receive will be from ParentMail or can be found on the school website and website diary.

PLEASE USE SCHOOL OFFICE TO:

- Notify school about pupil absence & medical needs
- Inform us about pupil collection arrangements
- May payments for clubs, trips or dinners
- Contact a member of staff

WHAT TO EXPECT

- Newsletters and important information
- Notification about upcoming events
- Booking details for before/after school clubs
- A response to any enquiries



A behaviour system that gives a direct link to the classroom and way of contacting the class teacher.

PARENTS/CARERS ARE INVITED TO USE CLASS DOJO TO:

- Ask short questions about learning or behaviour
- Arrange a meeting with the class teacher
- Make enquiries about homework

WHAT TO EXPECT FROM CLASS DOJO

- A short response to your message within 2 working days
- Photos and information about class activities
- Information and reminders about homework
- Short messages from staff to arrange meetings.

Staff are not required to respond to enquiries outside of their working hours.

COMMUNICATION



DCPS Diary Datesand information

Updated ## Month Year



Key Information & Dates

This page provides parents and carers with key information and dates as a point of quick reference. If there is information that you would like that is not listed, please contact the school office.

The School Website Calendar

This contains all planned dates and is updated regularly.

To view the calendar or add it to your own device, please click

on the following link:

https://www.desford.leics.sch.uk/school-calendar/

Assemblies & Class Visits

Children present and share learning and achievements in a year group assembly, and parents have the opportunity to come together as well. Class visits are an opportunity to look at your learning the classroom and chat informally with the

	Assemblies	2	(Mon/Fri)
EYFS	14 th June 2:30pm	П	Spr2
Year 1	3rd May 2:30pm	П	Spr2
Year 2	26th April 2:30pm	П	Spr2
Year 3	15 th March 2:30pm		um2
Year 4	1 st March 2:30pm		Im2
Year 5	9 th February 2:30pm		
Year 6	2 nd February 2:30pm		4 112

Performances/Celebrat

There are a range of performances across the sc summary of some of the bigger ones. Other event in due course and more information circulated close event.

in due course and more into	illiation circu	iateu c	103	event.	
EYFS Nativity	13 Dec 2:0	0pm	1	30am	ı
KS1 Carols	18 Dec 2:5	Opm (i	n th	ound)	L
Y3/4 Carols		.5am	1		
Y5/6 Carols		.5am	20		
Year 6 Play and		26 J		26 June	ı
Leavers Assembiles	5:30 pm	1:30	pm	5:30pm	ı
Y6 Leavers Assembly		July 2	:15pn	n	ı

Parents' Evenings & Reports

Parents evenings and reports provide information and the opportunity to discuss attainment, <u>progress</u> and personal & social aspects of school life with your child's teacher.

Autumn Term: Week beginning 9th Oct 2023 (by appointment)
Spring Term: Week beginning 12th Feb 2023 (by appointment)
Summer Term: End of Year Report July 2023

Sports Day

Years 3/4/5/6 Tuesday 18th June - morning EYFS/Y1/Y2 Tuesday 18th June - afternoon (reserve date - Wednesday 19th June)

Residentials

Year 2 School 'Sleep Over' 21st June 2024 (1 night)
Year 4 Beaumang, Hall 25th - 27th September (2 nights)
Year 6 Hilltop 23rd - 27th October 2023 (4 nights)

National Assessment Dates

Please ensure that children in the following year groups are in school, illness permitting, for the following periods so that they are able to complete the national assessments that they are required to do in their year group.

-1				
EYFS National Baseline Assessment: 29th August to 6th October 2023				
1	Vacanta	Phonics	Check: 10th-14th May 20	
		KS1 SATS	May 2024	
		Multiplication	check: 3rd-14th Jun	
1	Year 6	KS2 SATS: 13	(2024	

Communication gag

In addition to the website, assemble parents' evenings and reports, there a ways in which

ntimal and Class Dojo are hunication - information ab information on the following page

- The classroom door: Staff brie s an queries at the end of the school classroom door when they have the control of the classroom door when they have the control of the cont
- School Volunteers: Aff
 parent vo
 lassroom xperience in schools or simply to

open mornings/trips: Parents will sometimes be invited to help out with activities with the children in school or on school trips, giving a snapshot of what it is like to be a child at DCPS.

Pupil Sickness and Diarrhoea

Please remember to keep your child off for a full 48 hours in the event of sickness or diarrhoea. These are Public Health recommendations in order to minimise the chances of spreading germs. Guidance for this and other conditions can be found by <u>clicking here</u>.

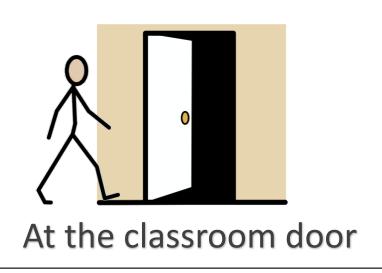
We appreciate that this can cause inconvenience to your own work patterns, but unfortunately, we have to treat most cases the same

DATES: AUTUMN 2nd HALF TERM

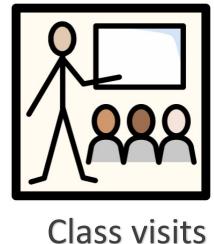
Date	Event	Other		
23 rd October 2023	School Opens			
23 rd Oct – 27 th Oct 2023	Y6 Hilltop Residential	Info will be sent home		
24 th – 26 th Oct 2023	Be Kind Allotment Online Pumpkin Auction	Online event hosted by FODCPS		
27 th October 2023	EYFS 2024 intake – Open Days	lease inform omice it you like to attend		
30 th October 2023	Hallower rvest F	More information on school website		
October 20	Deadline f s ondary ool adm ons	For current starting Y7 August 2024		
vember 20	Y. pace C re	More i rmation to follow		
rd N ember 20.	Re-th you nind la hibly	Mental H Ith artwork project		
.0 th No mber 20	D 5 Ren nbrand ssembly	ith possible light to the war memorial		
12 th Nov ber 20	St artins nembr ce Service	ut Land the War Memorial		
12 ^{cr} Novel er 202	iwali	Events in and around Leicester Linked with anti-bullying week activities Related activities and lessons in school		
13 th Novem 202	World Kindness Day			
13 th – 17 th November 2023	Anti-Bullying Week			
16 th November 2023	School Photos - Individual and Siblings	Wear usual school uniform		
17 th November 2023	Children in Need	Related activities and lessons in school		
17 th November 2023	EYFS 2024 intake – Open Days	Please inform the office if you like to attend		
23 rd November 2023	PARENT OPEN MORNING Making Ymas Decorations with children	For St Martins Christmas Tree Festival		

COMMUNICATION & ENGAGEMENT













REPORTING TO PARENTS



SUMMER TERM SPRING TERM AUTUMN TERM School Report August 2023 - July 2024 Class Parents' Class Class Parents' **Evening Evening** Visits **Visits Visits End of Year** Report

QUESTION & ANSWER

