

Meet the Teacher

September 2019

Miss Parry and Mrs
Panagi



Class 3 Routines

- Pupils should not arrive on the playground alone before 8:45am as they will be unsupervised.
- Learning starts at 8:45am.
- Messages can be passed on to Mrs Procter at the door or email the office to arrange an appointment.
- Pupils should enter the school on their own to develop independence skills.

- Bags should be kept in the cloakroom.
- Pupils should be punctual and organised.
- Inhalers should be brought into school, with a spacer, and checked regularly by parents.

Class 3 PE

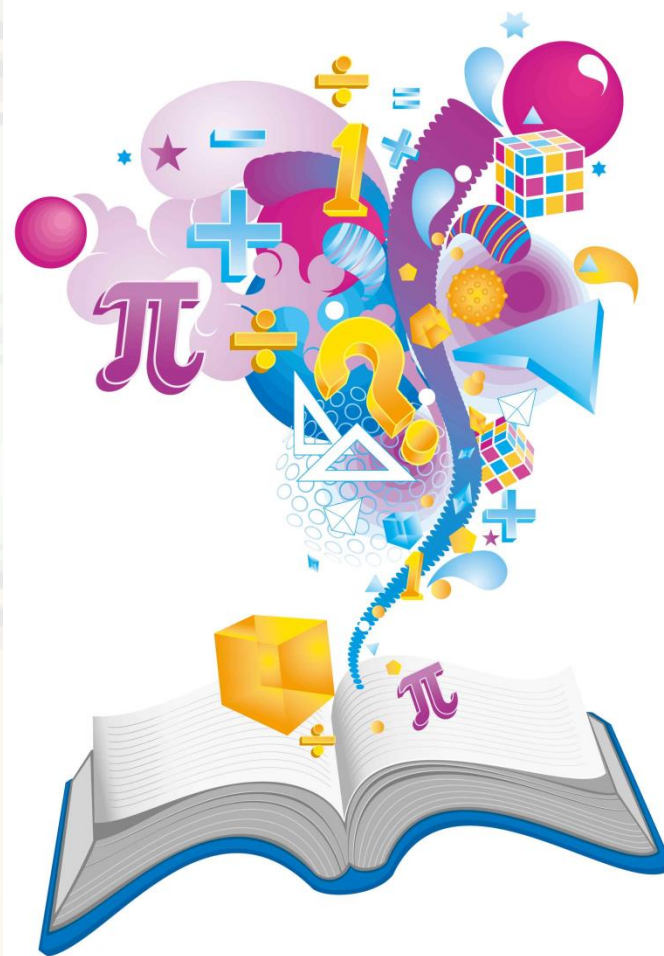
- PE is on a Wednesday and Friday
- Swimming begins in the Spring Term
- If a pupil forgets something, for example their PE kit, we are unable to make alternative arrangements.

Home Learning

- Helps encourage children to practice, apply and consolidate skills that they are being taught in school.
 - It actively inspires children to seek out answers for themselves through research using books, the internet, films and television programme or by communicating with family members or friends.
 - It develops independent skills which are vital for life within the school and beyond.
- Maths will be given out on Fridays.
 - Collected in on Fridays.
 - Must be handed in on time and completed to a high standard.
 - Home learning folders should be handed in every Friday.
 - Information regarding home learning will be in their home learning folders.
 - Delay on reading diaries.

Home Learning Maths

- One piece of Maths home learning relating to key skills. This may not relate to what they have been learning about that week.
- FUN Maths home learning given out on Fridays. Tested on Mondays and Fridays.



Home Learning English

- Spellings are given out on Fridays and tested on Mondays and Fridays.
- Big Talk tasks will be given out in conjunctions with the weekly task.



Home Learning Reading

- 3 Reading for Pleasure entries should be in each week.
- Children should be using the E-Platform weekly and recording this in their diary
- Free Readers choose their own books. However, all children can have a Reading for Pleasure book in school.
- Focus on comprehension –use the Reading Dog toolkit to help you. A Canine Comment is required each week. Examples can be found in their home learning diary.

Tools to Aid Book Talk

Vocabulary Questions with Victor <ul style="list-style-type: none"> • What does this word/sentence tell you about the character/setting/mood? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? 	Inference Questions with Iggy <ul style="list-style-type: none"> • What do you think...? (infer)? Why do you think that? • Why do you think...? • How do you think...? • Can you explain why...? • What do these words mean, and why do you think that the author chose them? 
Retrieval Questions with Rex <ul style="list-style-type: none"> • What are the characters in this text? • When/Where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? 	Prediction Questions with Pip <ul style="list-style-type: none"> • Can you think of another story with a similar theme? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? 
Summarising Questions with Shasha <ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in 5 words or less. • Which is the most important point in these paragraphs? • Do any sentences/paragraphs deal with the same theme? 	Compare, Contrast and Comment with Cora <ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this a good one...? • Which... is better and why? 
Be an Author with Arlo <ul style="list-style-type: none"> • What does the word... tell you about...? • Find two ways that the author tells you... • What do you think the author meant by...? 	Be a Reader with Arlo <ul style="list-style-type: none"> • Which words do you think are most important? Why? • Which words do you like the most? Why? • How has the author made you feel happy/sad/angry/frustrated? 

Year 4 Multiplication

- Tested randomly up to 12×12
- June 2020
- Computer based
- Twinkl Go

Tools to Aid Book Talk



Autumn Topics

- **English**

How To Train Your Dragons

- **DT**

Kites

- **Geography**

Around the World

- **History**

Vikings

- **Computing**

Scratch

Word Processing

- **RE**

Christianity
Hinduism

Class Trip

Tatton Park

The programme will be mainly held outside (weather depending), so our team make a final decision about specific activities on the morning of the event. However, typical activities include: **shelter building, outdoor cookery, threshing/winnowing, deer walk and weapons.**



Communication

- Website
- Blogs
- Meadows Mentionables
- Twitter



Online Safety

- Built into every unit of learning
- Regular assemblies
- Celebrate Internet Safety
- Internet Legends
- Games and Social Media
- Digital Citizen License
- Family Online Agreement
- Kid UTube

DITTO Magazine



Be Internet Legends

- The Be Internet Legends scheme of work is designed to make primary school pupils safer and more confident explorers of the online world.
- It covers the Legends pillars: to be Sharp, Alert, Secure, Kind and Brave.



E-Platform

- Positive Screen Time
- A range of modern and classic texts
- New releases
- Updated monthly
- Book Reviews
- Dyslexia friendly
- Parent Workshop

DITTO Magazine



Word of The Day

- Vocabulary Ninja
- Weekly Word
- Updated on Twitter
- Big Write

This Week's Words

KS1

narrow

echo

trudge

beaver

engulf

KS2

plunder

havoc

pinnacle

restrain


capitulate



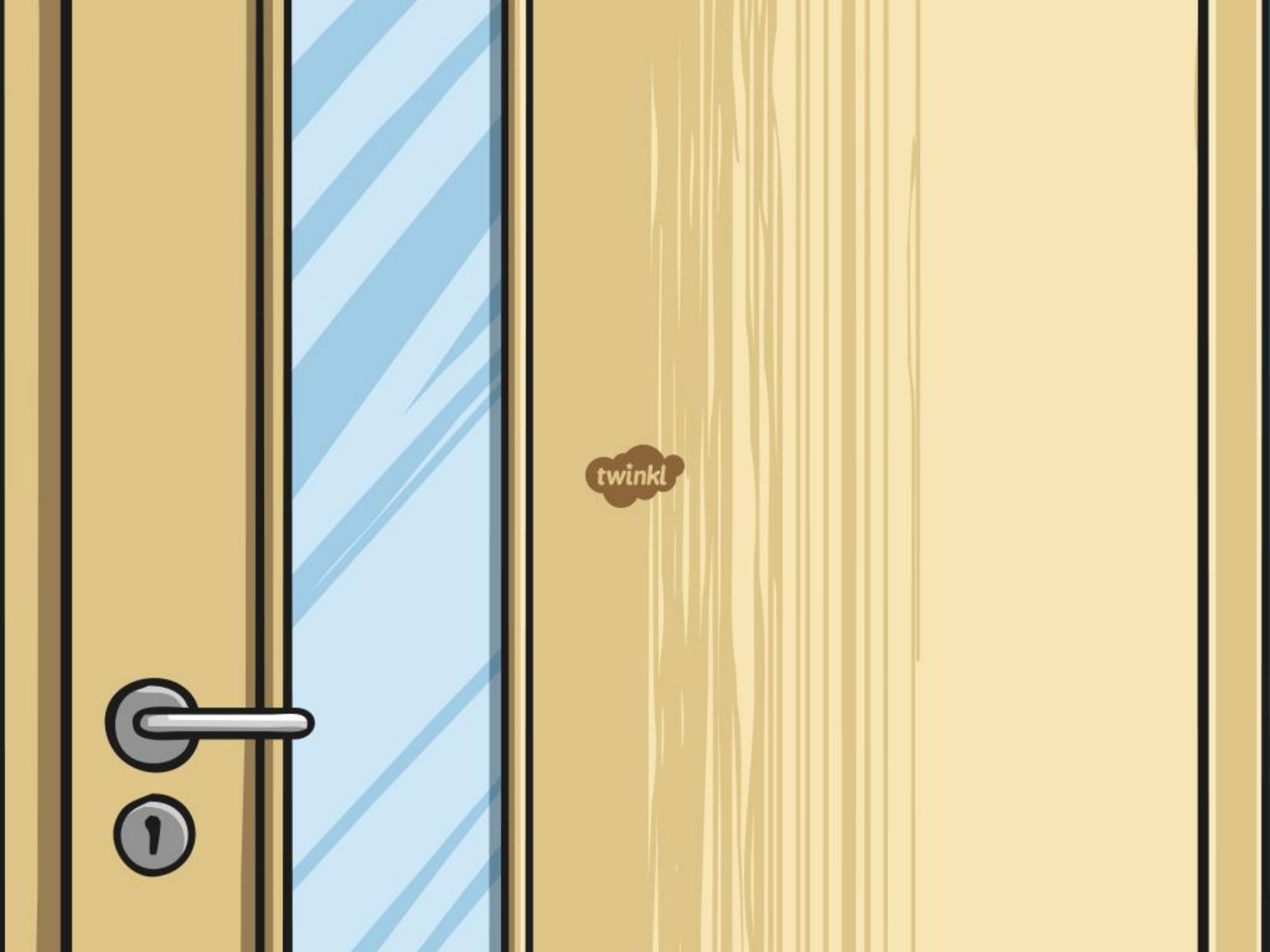
@VocabularyNinja



'Words unlock the doors to a world of understanding...'

The background of the slide is a stylized illustration of a bookshelf. The shelves are filled with books of various colors, including red, green, blue, yellow, and purple. The books are arranged in rows, and the illustration has a soft, cartoonish feel. A large, white, rounded rectangular box is centered over the bookshelf, containing the text.

**Thank you for coming - we are
really looking forward to
working with your children this
year!**



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