

# Meet the Teacher

## September 2020

Miss Parry and Mrs  
Panagi



# Class 3 Routines

- Pupils should not arrive on the playground alone before 8:45am as they will be unsupervised.
  - They will be coming in independently as no parents are allowed in the school building currently due to COVID.
  - 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

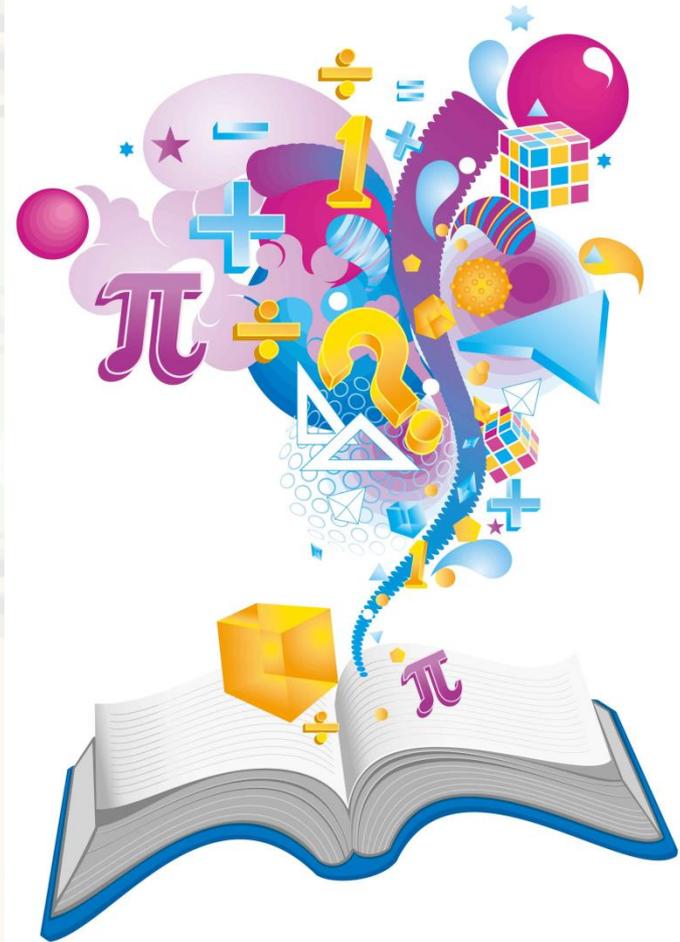
- PE is on Friday
- If a pupil forgets something, for example their PE kit, we are unable to make alternative arrangements.
- The children will be doing additional PE as and when depending on curriculum time and the weather. They will be asked to bring in kits.
- Swimming sessions have been cancelled due to COVID.

# Home Learning

- Helps encourage children to practise, 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.
- There is an expectation to complete Doodle Maths 3 times a week at home.
  - Home learning folders should be handed in on Thursday when the Quick Write template is given out.
  - Information regarding home learning will be in their home learning folders.
  - The children should read at least 3 times a week and record this in their diary.
  - A Canine Comment should be completed each week.

# Home Learning Maths

- Doodle Maths is a fantastic resource that addresses gaps and consolidates learning. This is especially important due to the missed learning during the school closure.
- FUN Maths home learning given out on Fridays. Tested on Mondays and Fridays.



# Year 4 Multiplication

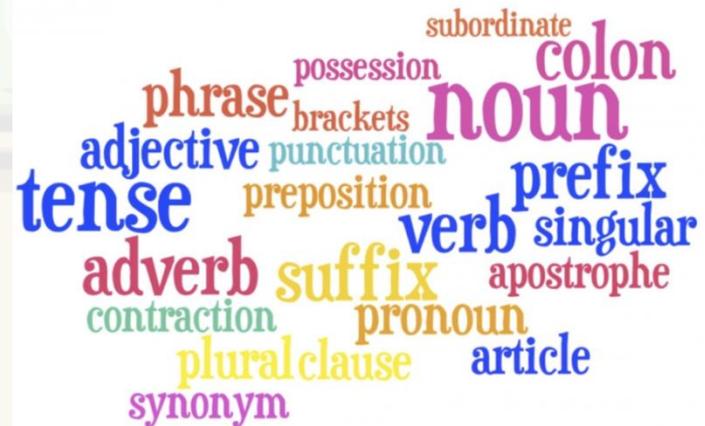
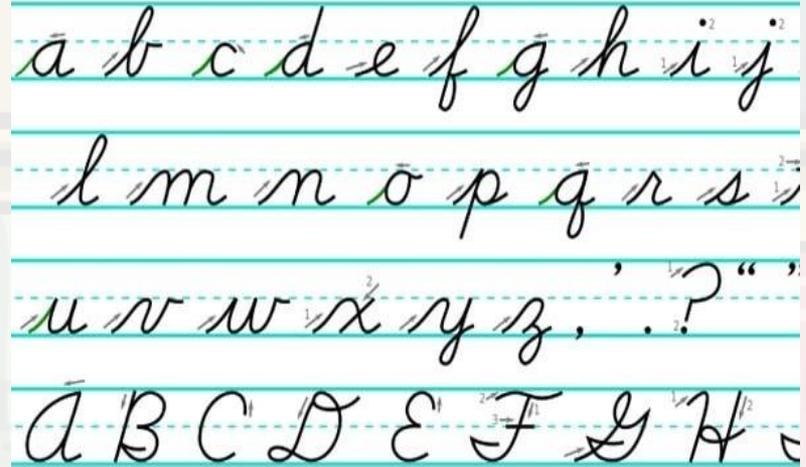
- Tested randomly up to  $12 \times 12$
- <https://www.gov.uk/guidance/multiplication-tables-check-development-process>
- WB 7<sup>th</sup> June 2021
- Computer based
- Twinkl Go can be used to practise skills

Tools to Aid Book Talk



# 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. A Quick Write template will be given out for the children to complete if they feel this will be beneficial to their writing.



# Home Learning Reading

- 3 Reading for Pleasure entries should be in each week.
- 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**

- What does this word/phrase/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**

- What do you think... think? 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**

- 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**

- 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**

- What is the main point in this paragraph?
- Sum up what has happened so far in 10 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**

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which... is better and why?

**Be an Author with Arlo**

- What does the word... tell you about...?
- Find two ways that the author tells you...
- What do you think the author meant by...?

**What's more important? Why?**

- Which words do you think are more important? Why?
- How has the author made you feel happy/sad/angry/frustrated?

# Autumn Topics

## English

Storm (Fiction)

Who killed Tutankhamen?  
(Non-fiction)

## DT

The Great British Bake Off

## Geography

Mountains

## History

Stone Age

## Computing

Online Safety

Video making

Word Processing

## RE

Fasting

## PE

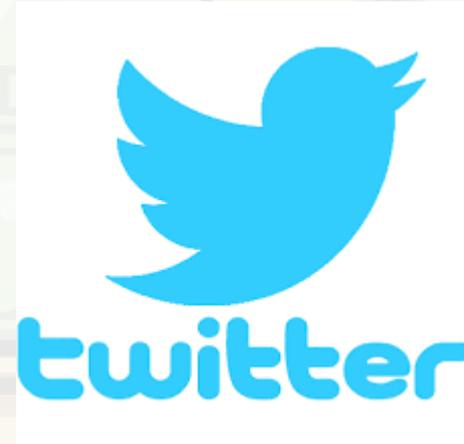
Invasion Games

## Art

Stone Age and Sculpture

# 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.



# Word of The Week

- Vocabulary Ninja
- Weekly Word
- Quick 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...'

# Metacognition and Self-regulation

One of our priorities this year as a school, in order to aid our pupils' learning recovery, is the promote metacognition and self-regulation.

This means that we aim to help our pupils to think about their own learning more explicitly and teach them specific strategies to help them plan, improve and evaluate their learning as well as to problem solve.

Research suggests that by helping our children to think about their learning, it can help them to make +7 months' worth of addition progress. For more information, read the guidance produced by the Education Endowment Foundation (EEF) below:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>

Some of the strategies we will use include:

- AFL(Assessment for Learning)
- The use of learning hooks
- Use of De Bono's Thinking Hats
- Using RUCSAC to solve problems
  - Scientific Enquiry



Keep an eye out for more information about these strategies, which will be released soon via Parentmail and on our website.

# Meadows in the Moment

The Coronavirus pandemic has brought turmoil and uncertainty to all of our lives. As a school family, the closure of schools certainly has had an impact – both personally and academically.

To help our families recover from this difficult period, we have created a 'Meadows in the Moment' project.

Each pupil will have a journal, which will be unique to them. They will be used in school, at and home, to reflect on all that we have been through in order to restore, recover, rebuild and move forward.



# Meadows in the Moment

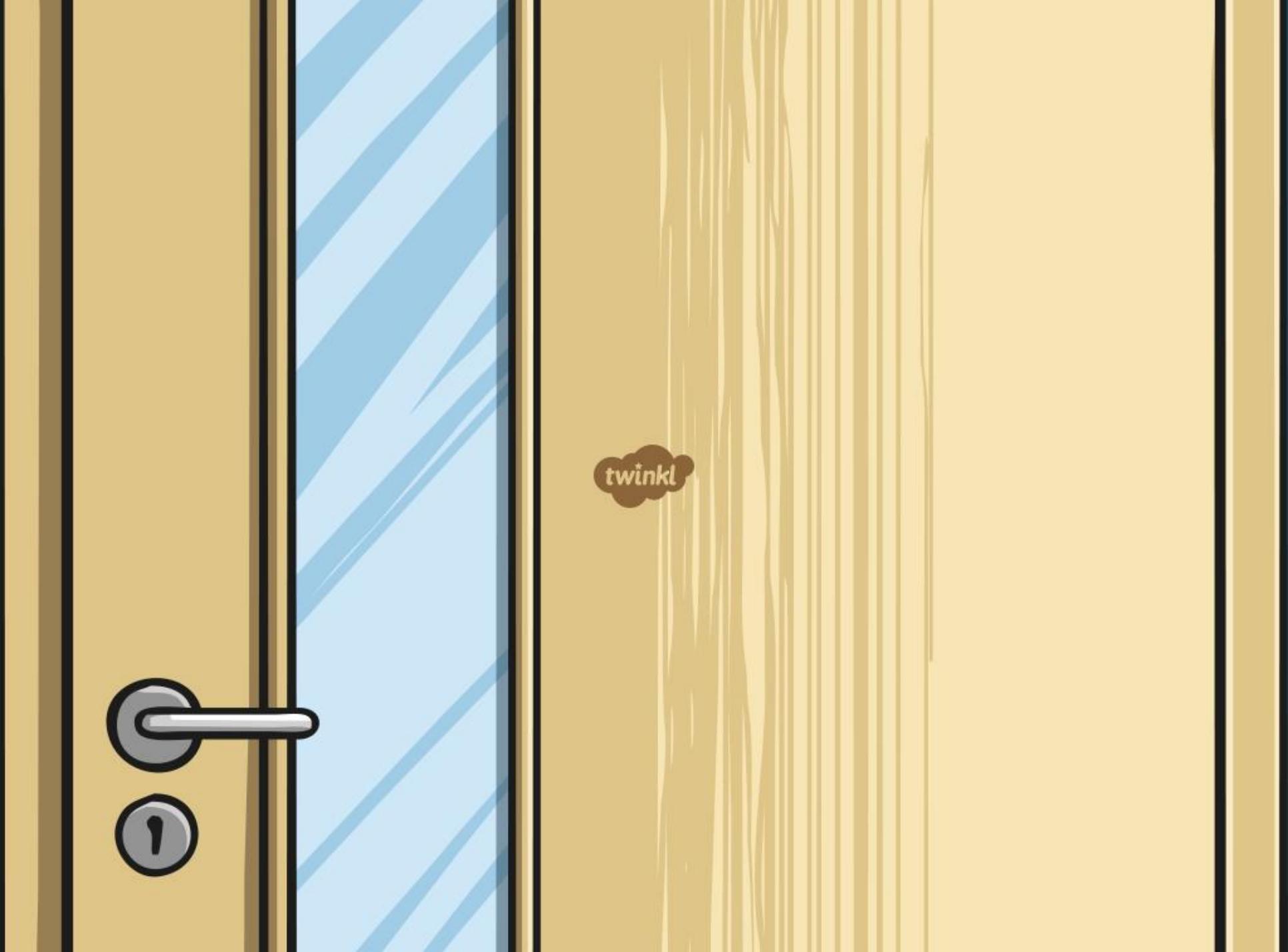
Through discussion and reflection, we hope that this project will:

- Explore the experiences they have been through and the impact that it has had upon them.
- Reintroduce and rebuild children's understanding of our Secrets of Success.
- Help our children to verbalise their worries and identify strategies to help them.
- Rebuild and recover the growth mindset which empowers children to face challenges with confidence, embrace mistakes and know they can learn anything!

We will send activities home to be completed as a family and recorded in your child's journal.

More information about the project will be sent out via Parentmail and on our school website.





twinkl