

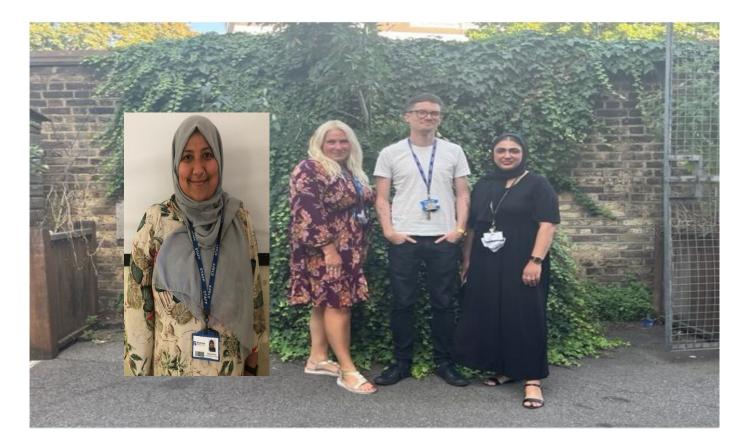


Meet the Team September 2023





Who's who in Year 4?





Rezwana Ahed, Agnes Khale, Adam Binding, Usma Ahmed





Helen Bruckdorfer

Executive

Headteacher



Laura Lien Director of Inclusion



Naomi Cave Leader of Learning and Maths Specialist



Rachel Fields EYFS Leader



Marianna Slovackova SENCo

Lisa Hyland Head of School

RIGHTS RESPECTING SCHOOLS UNITED KINGDOM

Maria Lewis School Business Manager



Here to help senior leadership



Kat Branco Director of Research School and Leader of Learning



Pastoral Team



Ashleigh Jones is Child and Family Support Worker across the Federation.

John Clark is Learning Mentor and Pastoral Support at Brecknock.

Bernadette Biggs is Community Liaison Officer at Torriano.

Catriona Hale Pastoral Care Lead at Torriano.

Ryan Carroll is the SEN Assistant at Torriano.





Here to Help - Admin







Lindsey Molyneux Finance and Communication Officer

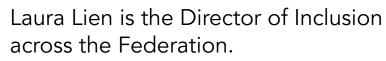
Emily Furness Administrative Assistant

Jackie Williams School Admin Officer



Here to help - Inclusion Team





Marianna Slovackova is the SENCo at Brecknock.

Natalie Reilly is the Deputy SENCo across the Federation.

Sabrina is the Inclusion Assistant and HLTA at Brecknock.

Hannah Long is the SENCo at Torriano. Rachel Clancy is the LRB Assistant at Torriano.

Finn Keatinge is the Inclusion Assistant at Torriano.

Ryan Carroll is the SEN Assistant at Torriano.





Safeguarding



Designated Safeguarding Leads



Designated Safeguarding Lead Laura Lien - Director of Inclusion Contact: 02074240202



Deputy Safeguarding Lead Helen Bruckdorfer – Executive Head Teacher Contact: 02074240202



Deputy Safeguarding Lead Marianna Slovackova - SENCO Contact: 02074240202



Deputy Safeguarding Lead Natalie Reilly – Deputy SENCO Contact: 02074240202

Nominated governor for safeguarding: Name: Alex Gardiner and Paul Smith Contact details: 02074240202

Local Authority Designated Officer (LADO): Name: Sonia Forbes Contact details: 020 7974 4556

Camden MASH Contact details: 020 7974 3317 (9am to 5pm) Out of Hours Contact Details: 02079744444

Islington MASH Contact details: 02075277400 (9am to 5pm) Out of Hours Contact Details: 02072260992



Medical Needs



Our medical needs policy is available on the school website. If your child requires any medicines in school, you can find further information there.

https://www.brecknock.camden.s ch.uk/wp-content/uploads/2022/ 07/Medical-Policy-2021-22.pdf



Enrichment



Carmen Blanco Crespo Sports Coach



Abdi Ahmed Sports Coach



Tom Cambata Music Teacher



Rod Arran Specialist Teacher and Media Teacher



Justin Bioletti Computing Teacher









Together, our Future Starts Here

TOGETHER, OUR FUTURE STARTS HERE OUR FUTURE STARTS HERE OUR OUR FUTURE OUR FUTURE STARTS HERE OUR FUTURE STARTS HERE OUR FUTURE STARTS HERE OUR FUTURE STARTS HERE OUR START

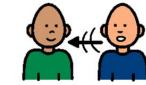
We are going to continue with our whole school theme 'Together, Our Future Starts Here' which highlights how we will be working collaboratively across the Brecknock and Torriano partnership.

Our ambition is to increase our capacity to achieve SDG 17, Partnership for the Goals.

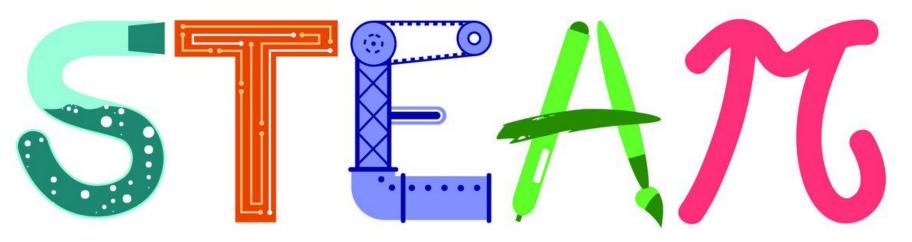


We will further develop our oracy and STEAM curriculum in our ambition to offer a horizon broadening, inclusive and creative curriculum.













SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS

















Brecknock Primary is proud to be a Gold Rights Respecting school.

KS2



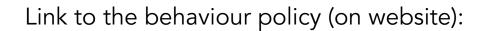
Charter and Behaviour

1 2 3 Magic

Parent workshops to be announced.

What 'zone' am I in right now?





RIGHTS

SCHOOLS

unicef

UNITED KINGDOM

GOLD - RIGHTS RESPECTING

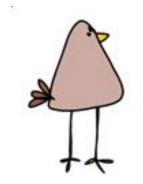
RESPECTING

https://www.brecknock.camden.sch.uk/parents/behaviour/





Attendance and Punctuality



- The target for all children is 95%
- Please ensure if your child is absent for an unavoidable illness, you call the school before 9am to let us know.
- School registration and learning begin at 9am and finishes at 3:30pm, for all children. Therefore, the school gates will open at 8:50am and a bell will ring at 8:55am, allowing the children to be in class for a 9am start.
- We encourage you to monitor your child's attendance using Arbor to ensure their attendance remains excellent. Please ensure you download the Arbor App to access your child's profile and complete payments.





Uniform and Healthy Lunches

We have an agreed school uniform of white/yellow polo shirts with a school logo, and navy blue sweatshirts and fleeces. These are all on sale from the school office.

In addition, navy blue trousers or shorts/navy blue skirts or pinafore dresses can be worn.

We are going to start a *Uniform Swap* on Fridays where we will be asking parents to donate any old uniform that could be re-distributed. More information on this will to follow in the Newsletter.





This year we will be focusing on becoming an even healthier school.

Please ensure your child brings a healthy packed lunch, with at least one piece of fruit.

Also, please remember that we are a water only school.



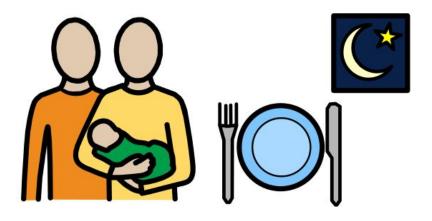


Friends of Brecknock

As you know we have many exciting community events throughout the year and the first one is a favourite for many of us. Family Supper takes place on November 22nd, with dishes from around the world and melodious music.

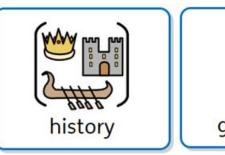
We are always looking for parents to help make these events great by offering their time and expertise. If you would like to join Friends of Brecknock, please let the office or a member of SLT know. Or just come along to our first Friends of Brecknock meeting on Wednesday 20th September at 9.00am in the Dining Hall.

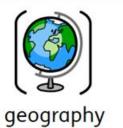






History and geography





Year 4

Ancient Greece c.330 BC

The History of their Life, Achievements and Influence

Year 4

The History of the Roman Empire and its impact on Britain C 42 - 410 CE



This term our focus will be on Ancient Greece and Ancient Rome.





Knowledge Mats - Humanities

111

VOCABULARY

4

acropolis - the citadel of an ancient Greek city

 archaeologist -someone who studies the past by exploring old remains

architecture -the art of planning, designing and constructing buildings

- amphitheatre Outdoor theatre with seats on all sides where singing, dancing and even sacrificing took place citadel—a strong building in or near a city, where people
- could shelter for safety civilisation-a human society with its own society and culture
- culture- activities such as the arts and philosophy, which are considered to be important for the development of civilisa-
- deity -a god or god dess
- democracy -a fair political system where all adults vote for an elected government. This government then makes decisions on how to run the country
- empire -a number of individual nations that are all controlled by the government or ruler of one particular country
- invasion -to try and take over a place by force
- merchant -a person who buys or sells goods in large quanti-
- mythology a group of myths, especially all the myths from a particular country, religion, or culture.
- Olympics- Athletes competing against each other. Began in Olympia and included religious festivals in honour of Zeus
- philosophy-the study or creation of theories about basic things such as the nature of existence, knowledge, and thought, or about how people should live . 'love of wisdom'
- polis-an ancient Greek city-state
- polytheists -the worship of or belief in more than one god • society -people in general, thought of as a large organized group
- trade -the activity of buying, selling, or exchanging goods or services

				no led Athens	n General wr	Athenia	-			
w				E	TIMELIN					
	146 B.C.	334 B.C.	431 B.C.	500 B.C.	600 B.C.	776 B.C.	770 B.C.	750 B.C.	1200 B.C.	3000 B.C.
Year	Greece be-	Alexander	The Pelo-	Democra-	First	First	First Greek	Greeks set	The Trojan	Minoan Civili-
	comes part	the Great	ponnesian	cy used in	Greek	Olympic	alphabet	sail to set	Wars	zation begins
	of the Ro-	conquests	Wars begin	Athens	coins are	Games	created	up colonies		on Crete
1	man Empire				used			55		51.25

RIGHTS RESPECTING SCHOOLS

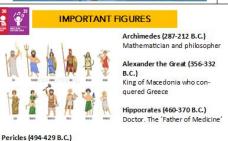


GOLD - RIGHTS RESPECTING

HISTORY KNOWLEDGE MAT

Ancient Greece





WHAT CAME BEFORE	∋-₂டு்
Year 3- Kingdom of Benin	
WHAT COMES N	EXT
Year 4– Roman Empire	in Britain

VOCABULARY

holding tank (castellum).

using terracotta bricks.

der Boudica's rebellion.

an and North Africa.

distinctively straight.

over

aqueduct Long stone waterways that deliv-

ered fresh water to cities, flowing into a

baths Using a central heating system, the

Colchester-Camulodunum The Roman

capital of Britain until it was destroyed un-

Empire Controlled from Rome, the Empire

included most of Europe, the Mediterrane-

Hadrian's Wall A defensive wall separating

legacy a direct result of something in histo-

raid a sudden armed attack against a place

rebellion fighting back and opposing the people who have attacked you

roads The Romans built the first roads in

toga Romans often wore large, white wool-

Britain (over 9000km of them) and were

ry and which continues to exist after it is

Scotland and England with forts every 5

miles, stretching for 80 miles.

Romans would create public bathing areas

HISTORY KNOWLEDGE MAT

The History of the Roman Empire and its impact on Britain CE 42 - 410

IMPORTANT FIGURES

111

KEY LEARNING

Roman Britain was part of the Roman

After two initial invasions, in CE44, the

Romans capture Colchester. It is the first

fortress in Roman Britain and made the

capital city in AD 49. It was named Ca-

In CE 61, Queen Boudica led a rebellion

After the initial rebellions, the Romans

controlled the lands south of Hadrian's

Wall in relative peace. A distinctively

They developed paved straight roads,

They also influenced the written and

spoken language, measurement system,

way of life, cities buildings (built out of

bricks and stone), technology, religion.

Eventually, the Empire became too big

to rule and In CE 285, Emperor Diode-

tian split the Empire in two halves, East

and West. The Romans left Britian in CE

409 because the soldiers and leaders needed to defend other parts of the

• The legacy of Roman rule was felt for

Romano British culture developed.

infrastructure (e.g. sewage),

Empire from CE43 to 410.

mulodunum

against the Romans.

- Julius Caesar (100 BC 44 BC) Roman general who won many battles. He invaded Britain twice but did not set up any forts.
- Claudius (10 BC CE 54) Led to the successful invasion of Britain and was responsible for building many new roads and aqueducts throughout the Empire
 - Queen Boudicca-led a revolt against the Romans in CE 60. She was Queen of the Iceni tribe
 - Hadrian (CE 76-138) Hadrian was the 14th Roman emperor, and ruled during a very successful time for Roman Britain. He is known for having a wall built along the border of England and Scotland (Hadrian's Wall)
- Lucius Septimus Severus (CE 145-211) He was an African Emperor, born in modern day Libya, who brought a huge army to Britain. He died in York.
- Constantine (CE 272—337) The first Christian Emperor who tried to unite a split Empire.



WHAT CAME BEFORE				NE	TIMELI				
Year 3 - Stone Age to Iron Age	480-550	CE 480-550	CE 200	CE 211	CE 122	CE 61	CE 43	54 B.C.	753 B.C.
	Arrival of	Arrival of	Christianity	Emperor Lucius	Hadrian's Wall	Iceni revolt	Successful	Julius Caesar	Rome
WHAT COMES NEXT	the Anglo-	the Anglo-	introduced	Septimus Severus dies	built to separate	led by Queen	Roman inva-	attempts to	was
	Saxons in	Saxons in		in York	Scotland and	Boudicca	sion, ordered	invade Britain	founded
Year 5 – Anglo Saxons, Picts and So	Britain	Britain			England		by Claudius,		
1	-	- 10 (B)				1			2



Empire.

many centuries.

WHAT CAME BEFORE	∋_2C_ ്
Year 3 - Kingdom of Benin	
WHAT COMES NE	хт

KEY LEARNING

Greece was divided into city-states

city states are Athens and Sparta.

architecture, philosophy and theatre

were developed - these helped shaped

our modern society along with science,

Athens had a democratic government –

this means that the people who lived

there made decisions by voting, like we

In Sparta, life was very different; all that

The first Olympic games were held in

Religion was very important in ancient

Greece. They were polytheists - they be-

lieved in different gods and goddesses

that were in charge of different parts of

their lives, such as a god of the sea and a

goddess of wisdom. Temples were built

in their honour and they featured heavily

in the stories of Greek mythology.

A polis consisted of an urban centre.

often fortified and with a sacred centre

built on a natural acropolis (citadel) or

776 in the city-state Olympia.

was important was being able to defend

In Athens, Greek styles of art,

language and maths.

do in Britain.

Sparta in battle.

(polis) that each had their own laws and

way of life, but that all spoke the same

language. Two of the most well-known



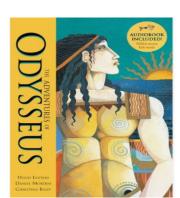
What to expect in Year 4

In Maths we will start with place value establishing basic number facts.

In Science we will be learning about animals, including humans which includes the human digestive system and teeth!

We are going to have a big focus on writing, with a particular focus on developing vocabulary and oracy. We will be learning from the book 'The Adventures of Odysseus' by Hugh Lupton.









Knowledge Mats - Science



Skills

I'm identifying differences and I'm using scientific enquiries to answer questions like a sound PC () 12 engineer

Careers

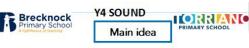
Audiologist (studies sound and its properties) Sound engineer (deals with sound for broadcasts or musical performances)



Tar being	How does the volume of a dru change as you move further av from it?	
Whe	n is our classroom the quietest?	
**	Is there a link between how loud i school and the time of day? If the pattern, is it the same in every are the school?	re is a
nstru	would you group these items/ ments, based on what kinds of d they make?	11 84
-	How has the hearing aid chang	ged
	over time? See history here	

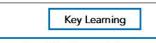


GOLD - RIGHTS RESPECTING

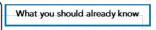


Pupils will learn about how sound is made, and how it is heard Sound is an energy, and it is created by vibrations. It travels through the air as soundwaves, and the bigger the vibration, the louder the sound. There is no sound in space!





- Know how sound travels from the source to the ears. Know to associate sound with vibration.
- Know the correlation between pitch and the object producing a sound.
- Know the correlation between the volume of a sound and the strength of the vibrations that produced it.
- Know what happens to a sound as it travels away from its source.



Sound can be described as loud or quiet, and this is called volume. Pitch of a sound refers to whether it is higher, or lower Loud sounds can damage our eardrums,

the part of our body that enables us to Some people are deaf and cannot hear

at all, or not fully, and can communicate through sign language instead.

What comes next?

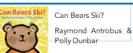
KS3 Physics - children will learn about sound waves including frequencies, echoes, reflection and absorption of sound.

Key vocabulary

Amplitude Sound Eardrum Loud Vibrations Faint Soundwayes Volume Pitch

Literacy Link

Insulation





I'm using results to make predictions and draw conclusions CO) like a nutritionist I'm making systematic and careful

observations like an orthodontist.

No

Careers

people's teeth and gums)

Nutritionist (studies nutrition in food and how it affects our bodies) Orthodontist (a doctor who looks after

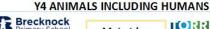
Enquiries

1 In our class, are omnivores taller than vegetarians? How does an egg shell change when it is 🔊 left in cola? TT. Are foods that are high in energy always

What are the names for all the organs 122 involved in the digestive system?

How do dentists fix broken teeth?

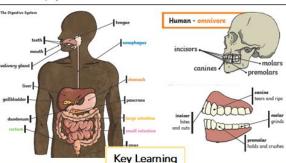
high in sugar?





1 3

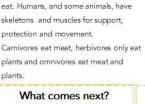
Children should be able to describe the functions of the basic parts of the digestive system in humans. Similarly, they will be able to identify different human teeth and explain their functions. Finally, they will construct a variety of food chains in order to identify predators and prev.



- Humans look after their teeth by brushing and flossing. They ensure that they do not regularly eatfoods high in sugar. Not looking after teeth can lead to an increase in plaque and tooth decay.
- · Canines are pointed for tearing and ripping food-these are usually used when chewing meat.
- Incisors are shovel shaped and help bite lumps out of and cutting food.
- Premolars and molars are flat and they grind and crush food.
 - The smell of food triggers saliva to be produces. Saliva is mixed with the food which helps to break it up.
- When the food is small enough to be swallowed, it is pushed down the

oesophagus by muscles to the stomach. In the stomach, food is mixed. The mixed food is then sent to the small intestine which absorbs nutrients from the food. Leftover broken down food then moves on to the large intestine.

· A producer is typically a plant, it is eaten by a primary consumer. The primary consumer is then hunted by the secondary consumer. Finally, the tertiary consumer attacks its prey



What you should already know

The parts of the human body and what

they do. All animals need water, air and

food to survive. Animals, including

humans, get nutrition from what they

Year 5 - recognise the changes as humans develop to old age.

Canine	Molar	
Decay	Muscles	
Digestion	Oesophagus	
Enamel	Plaque	
Excretion	Predator	
Incisor	Producer	
Ingested	Prey	
Intestines	Saliva	

Literacy Links





Reading Expectations



- Your child can swap their reading for pleasure book as regularly as they like. Access to books in class book corners.
- We have story time every day.
- Children should read their decodable book at home for at least 20 minutes everyday.
- We encourage adults to read to and to listen to their child daily in Year 4, and <u>write comments in their reading records</u>, so we know they have read with you.







Year 4

At the end of the year in June, all children in Year 4 will be sitting the multiplication tables check (MTC). All children in Year 4 are expected to be able to recall all their multiplication tables from 2 - 12. More information will be provided at workshops held during the academic year.





🗯 GOV.UK

 $\underline{\mathsf{Home}} \ > \ \underline{\mathsf{Education}}, \\ \underline{\mathsf{training}} \ \\ \underline{\mathsf{and}} \ \\ \underline{\mathsf{skills}} \ > \ \underline{\mathsf{School}} \ \\ \underline{\mathsf{curriculum}} \ > \ \underline{\mathsf{F}}$

Collection Multiplication tables check





Physical Education and Daily Mile

• P.E. twice a week -

Monday - INSPIRE, CREATE, PERFORM Perform dance using a range of movement patterns - Teacher led.

Tuesday - Develop flexibility, strength, technique,control and balance - Gymnastics Coach.

• Daily mile - Everyday straight after break.

• Please ensure the children are wearing appropriate footwear on all days.

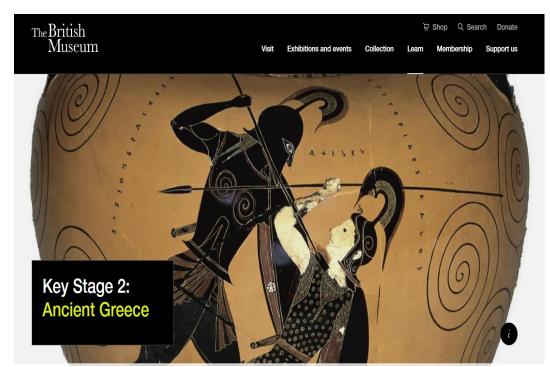


Carmen (Sports Coach) Abdi (Assistant Sports Coach)

Exciting Trips and Projects

British Museum - Ancient GreeceLondon Mithraeum - The Roman Empire







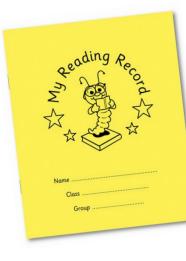
Discover Roman London.

Home Learning





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RIGHTS

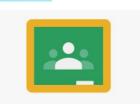
SCHOOLS

UNITED KINGDOM

GOLD - RIGHTS RESPECTING

RESPECTING

Who do I want to be? 101313 MP Home Learning -22 We are trialling a new hanswork format This sheet sellines the home learning to be completed for this half term. We have incorporated a highered of online and paper advites wherever possible, we will be sticking copies of paper based activities into Seir home learning books If you are happy to just account these online then let a member of the team boom The home barning back can be used in anyway to help with the barning your child does at home- phonics practice, drawing, research hardwriting practice or anything they want to share! Wanting range Each week, children will be assigned a recep sheet from a known that we have completed in cach week, children will be assigned a recep sheet from a boson that we have completed in frame will be studi into the home karning back and shared on the google classroom. Matha Barney gradies Phone RANC Use the mathe actudies in your book to practime you fluen cy of addition and subtraction within 20. Use the table provided on a asparate shat to follow what sounds Use your child's USO login to achave been buight or recopped this half no many games and activities on term You are free to practice, with a Bus things through the LCFL. play games with these sounds. Wantly Quite Managely appe Each week, children will be assigned new quee Follow the CR code for this half from's currentum quie! Children can use this to back their karning throughout tions on work covered in class. Take the guise as many times as you like, we will share afforts in the unit https://forma.gla/ral.vor1247.dR.whpYB https://forma.gla/ Nu Ta AnAuMYEK ... 7T7 Have a go at the migration quie from last half bern bo! Amote https://formagla/f4x3pCguheKwzGu5 Download the 'mote' chrome extension to hele with answering quietions using word notice Daily reading Your child should read with you airry right, recording the reading earmon into their montes book; also reading record, when Link and QR code to Collins books website for online We also have access to the 'Colline shools online provision, which mayors the bosts ops.collinsopenpage.com/ your child reads in weak in class. Your child have their login for this inside their sso/login?service httpd% monkey book 7A// -cbooks.collinsopenpage.co-





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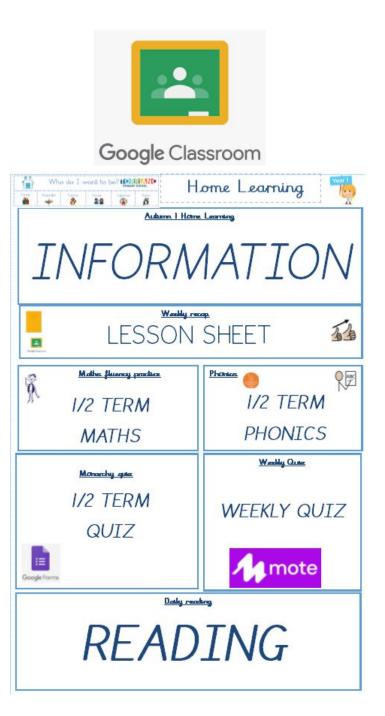
Google Classroom

Week 1	Example words					
ay	play, spray, tray, crayon, day, stray					
a-e	made, sa take	made, same, game, snake, amaze, Lake				
ea	bead, sea	a, read, heap, treat, least				
e	ſever, bei	ing, secrel, me, we, she				
Tricky Wo	ords					
eye	sure	pure				
said	were	people				
Alien Wo	rds 🎽					
val	quass	slaam				
labe	jair	jail				
Senlence	Stage	5				
I have see	en a green sr	nake in the forest.				





Home learning is practice! It reviews learning from school.











Google Classroom



In the book. . .



Hon	ne Learning
We are building a root law (the deal robust he can know be be applied by the scher and ages which an always possible and the solid core lawring lasts 42 years large a polarisan from The lawring polaris (the scher scher scher scher gentur, strang, samers) knowledge service	a half deris 14's conse manyorskol in Aylent of Ing agasa of paper Janel anletikas ola drar arlina Bari al a marker of Ba karn arasi. Ba kenerg yar ekkil sian il derim plorens
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Half term

Half term

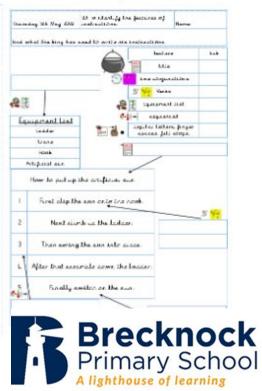
Week F	Barrent	wints	With 2	twent	NUMBER OF BRIDE		
wy.	piles, spin	ep tooy, coopies, alop, shiep	\$ 12.9	in he p	e, and, and, had		
	made, santo gane, unite, analet.		14125	o'se. No	organ marde, priori alebi		
	rain		Lines.	pest so	yal bolk opak ava		
69	10 land, and read india provident		0.044	DODAL MA	oku uspilada, nara, arandi		
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Half term

Complete the following calculations: Addition and subtraction facts within 20

3 + 4 =	- + 1 = 9	9 1 = 4
3 + 2 =	+ 4 = :	5 3 = 3
2 * 7 =	+ 3 * -	7 6 = 1
2 + 4 =	+ 4 = 6	6 1 = 8
4 + 4 =	+ 6 = 8	8 5 = 3
7 - 2 =	_ 1 + = 5	5 6 = 5
6 - 3 =	_ 2 + = 8	3 5 = 3
9 - 3 =	_ 4 + = 9	9 7 = 4
8 - 5 =	3 + = 6	6 8 = 3
5 - 4 =	2 + = 7	7 9 - = 5

Weekly





Google Forms







Home Learning

- Online aim is for the majority of learning to be completed online via Google Classroom
- □ Reading everyday- reading record
- □ Home Learning book
- □ Handed out on Tuesdays and returned on following Monday
- □ All resources will be available online each half term/week
- Teachers to send out new Google Classroom links during the first week back.



Home learning









Google Forms

Feedback - teachers will spend time in class reviewing home learning.

□ Work will be acknowledged by teachers e.g. values stickers, class discussion etc

Parents/carers workshop to take place in September
Spelling quiz book to stay in school- practice to be carried out in home learning book





Home Learning



Google Classroom







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Week 1	Example words	
ay	play, spray, tray, crayon, day, stray	
a-e	made, same, game, snake, amaze, lake	
ea	bead, sea, read, heap, treat, least	
e	fever, being, secrel, me, we, she	
Tricky Wo	rds.	
eye	sure	pure
said	were	people
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If you have concerns or issues regarding online access please speak to your class teacher.





