



Welcome to our Parents' meeting

September 2026

Meet the team



Mr Baker
Assistant
Headteacher and
Class Teacher



Mrs Oliver
Class Teacher



Mr Raybould
Class Teacher



Mrs Woodley
Class Teacher



Miss Stanton Deputy
Head Teacher



Mrs Hart
Teaching Assistant



Purpose and aims



- To meet your child's new teacher and to answer any questions you may have
- To provide the expectations for the end of the year in terms of the curriculum
- To explain the purpose of planners
- To clarify information about the school – based on parent questionnaire feedback

School Life



A typical school day



	8.55 – 9.05	9.05-9.25	9.25-9.40	9.40-10.40	10.40 – 10.55	10.55-12.00	12.00 – 1.00	1.00-1.05	1.05-1.20	Foundation Subjects 1.15-3.15pm	
Monday	Registration	Reading Yr 6 – MB/AS Yr 5 – HO/AR	Spelling Yr 6 – MB/AS Yr 5 – HO/AR	Maths Yr 6 – MB/AS Yr 5 – HO/AR	BREAK (BH)	English Yr 5/6 MB Yr 5/6 HO Yr 5/6 AR	LUNCHTIME	Registration	Assembly - KC		

Maths, Reading and Spelling

- ▶ We teach maths, reading and spelling in pure year groups.
- ▶ Maths and spelling are taught in mixed-ability groups.
- ▶ Reading will be taught based on fluency ability. All children will be assessed to find their reading speed and accuracy and grouped with others at or around the same level.
- ▶ We follow Little Wandle Fluency Reading Scheme as a school.
- ▶ Lessons will be taught daily for 25 minutes.
- ▶ All children will bring home a home reader which is based on their fluency ability which they will record in their Reading Record in their planner.
- ▶ They will also have a library book that they have chosen to read for pleasure. Please encourage them to read daily.

Expectations of the academic year



- We will now explore the curriculum content for Year 5 & 6.
- This is an overview of the year group of the relevant National Curriculum objectives.
- Essentially, each year group needs to be able to read and spell at their level. There are copies of the spellings relevant for each year group in the front of the planner. These are not exhaustive lists.

Reading - word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension

Statutory requirements

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Reading - comprehension

Statutory requirements

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing - transcription

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Writing - transcription

Statutory requirements

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing - composition

Statutory requirements

Pupils should be taught to:

- plan their writing
- draft and write
- evaluate and edit
- proof-read
- perform their own compositions,

Writing - composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing - vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in [English Appendix 2](#)

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately in discussing their writing and reading.

Spelling - years 5 and 6

Statutory requirements

1. Endings which sound like /ʃəs/ spelt -cious or -tious
2. Endings which sound like /ʃəl/
3. Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
4. Words ending in -able and -ible Words ending in -ably and -ibly
5. Adding suffixes beginning with vowel letters to words ending in -fer
6. Use of the hyphen
7. Words with the /i:/ sound spelt ei after c
8. Words containing the letter-string ough
9. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
10. Homophones and other words that are often confused

Vocabulary, grammar and punctuation - Year 5

Year 5: Detail of content to be introduced (statutory requirement)

Word	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]
Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity

Vocabulary, grammar and punctuation - Year 6

Year 6: Detail of content to be introduced (statutory requirement)

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Maths - Year 5

Number - number and place value

Statutory requirements

Pupils should be taught to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Maths - Year 5

Number - addition and subtraction

Statutory requirements

Pupils should be taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Maths - Year 5

Number - multiplication and division

Statutory requirements

Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Maths - Year 5

Number - fractions (including decimals and percentages)

Statutory requirements

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Statutory requirements

Pupils should be taught to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Maths - Year 5

Geometry - properties of shapes

Statutory requirements

Pupils should be taught to:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ($^{\circ}$)
- identify:
 - angles at a point and one whole turn (total 360°)
 - angles at a point on a straight line and $1/2$ a turn (total 180°)
 - other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Maths - Year 5

Geometry - position and direction

Statutory requirements

Pupils should be taught to:

- **identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.**

Maths - Year 5

Statistics

Statutory requirements

Pupils should be taught to:

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

Maths - Year 6 - Number - number and place value

Statutory requirements

Pupils should be taught to:

- **read, write, order and compare numbers up to 10 000 000 and determine the value of each digit**
- **round any whole number to a required degree of accuracy**
- **use negative numbers in context, and calculate intervals across zero**
- **solve number and practical problems that involve all of the above.**

Pupils should be taught to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Maths - Year 6 - Number - fractions (including decimals and percentages)

Statutory requirements

Pupils should be taught to:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Maths - Year 6 - Ratio and proportion

Statutory requirements

Pupils should be taught to:

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Maths - Year 6 - Algebra

Statutory requirements

Pupils should be taught to:

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

Maths - Year 6 - Measurement

Statutory requirements

Pupils should be taught to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].

Maths - Year 6 - Geometry - properties of shapes

Statutory requirements

Pupils should be taught to:

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Maths - Year 6 - Geometry - position and direction

Statutory requirements

Pupils should be taught to:

- **describe positions on the full coordinate grid (all four quadrants)**
- **draw and translate simple shapes on the coordinate plane, and reflect them in the axes.**

Maths - Year 6 - Statistics

Statutory requirements

Pupils should be taught to:

- **interpret and construct pie charts and line graphs and use these to solve problems**
- **calculate and interpret the mean as an average.**

SCIENCE in Year 5-6

- Like Maths and English, Science is a core National Curriculum subject for which we are required to Teacher Assess the children at the end of Year 6.
- We deliver the Science Curriculum based on a Rolling Programme in order to teach and cover the range and depth of topics contained in the NC. This spans over 2 years, so the Year 5 and Year 6 children will cover the entire curriculum.
- Therefore, it is essential that the children recognise the need to fully apply themselves, as with Maths and English, in order to reach their full potential.
- Regular assessments are carried out at the end of each topic to ascertain the children's understanding and identify possible misconceptions and map their progress throughout years 5 and 6.

Working scientifically

Statutory requirements

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Science - for years 5 and 6 (Cycle A)

Animals including Humans

Statutory requirements

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Science - for years 5 and 6

Living Things and their Habitats

Statutory requirements

Pupils should be taught to:

- **describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals**
- **give reasons for classifying plants and animals based on specific characteristics.**

Science - for years 5 and 6

Properties and changes of Materials

Statutory requirements

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Science - for years 5 and 6

Properties and changes of Materials: Reversible and non-reversible changes

Statutory requirements

- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Science - for years 5 and 6

Evolution and Inheritance

Statutory requirements

- *recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago*
- *recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents*
- *identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.*

Science - for year 5 only

Forces Year 5

Statutory requirements

Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

SCIENCE in Year 5-6

- **Vocabulary:** Pupils should be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data.
- **Reporting Formats:** At Blanford Mere, the children use reporting formats in order to write about and record scientific investigations. The layout is familiar and the vocabulary is progressive from Y1 to Y6 to ensure continuity and develop their understanding and independence.

P.E Kits



Attendance



Above 97%: Less than 6 days absence a year – Less than 30 Hours of Learning Lost

Excellent attendance! These young people will almost certainly get the best levels/grades they can, leading to better prospects for the future. Pupils will also get into a habit of attending school which will help in the future.

95%: 10 days absence a year – 50 Hours of Learning Lost

These pupils are less likely to achieve their target levels/grades and will start to find it difficult to maintain a habit of attending school regularly. Pupils who take a 2-week holiday every year can only achieve 95% attendance.

90%: 19 days absence a year – 95 Hours of Learning Lost

The Government classes pupils in this group as "Persistent Absentees", and it will be almost impossible to keep up with work and achieve their target levels/grades.

Parents of young people in this group could also face the possibility of legal action being taken by Dudley Council, including the issuing of Penalty Notices and Fines.

Homework

- ▶ Homework will be set weekly on a WEDNESDAY, this should be completed by the following TUESDAY.



Online homework

- Mathletics
 - Spelling Shed
 - Times Tables Rock Stars
 - Numbots
- Log ins for the above are put in the inside cover of the planner.



Spelling Shed



Planners



Planner content

- English glossary of terms – helpful for grown-ups as well as children!
- Phonics grapheme chart
- Writing – Alan Peat Sentences
- Maths aids
- School's assessment policy
- Year group specific spellings
- 5 ways to wellbeing



Behaviour Curriculum



S	 Self-belief
H	 Honesty
A	 Achievement
R	 Respect
E	 Enjoyment
D	 Determination



The Blanford Mere Way



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	SELF-BELIEF	HONESTY	ACHIEVEMENT	RESPECT	ENJOYMENT	DETERMINATION
All year groups from Nursery to Year 6	Explicit teaching of the full 'Blanford Mere Way' curriculum content	Ongoing revision of content	Longer recap of 'Blanford Mere Way' curriculum content	Ongoing revision of content	Longer recap of 'Blanford Mere Way' curriculum content	Ongoing revision of content

We believe that as our children practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

The Blanford Mere Way



Wonderful Walking

We know that we use **Wonderful Walking** to keep everyone **safe** in school and to make sure the learning of other children is not disrupted as people move around school.



Facing forward,
Walking at a steady pace; in a
straight line,
Hands behind your back,
Without talking during
learning time.



Super Sitting

We know that **super sitting** ensures that everybody is **ready** and able to learn without distractions.



Sitting up straight with legs
crossed,
Facing forwards with hands in your
lap,
Looking at the speaker,
Lips closed.



Legendary Lines

We know that **legendary lines** keep everyone **safe** in school and make sure the learning of other children is not disrupted as people move around school.



Our steps to Legendary Lines:

1. Face forward.
2. Stand in a straight line.
3. Hands behind your back without talking.



The Blanford Mere Way



Marvellous Manners

STEPS

Say full names when addressing members of staff.

Thank You – children know that they should say 'thank you' when they receive something or someone does something nice for them.

Excuse Me – children know that they should always use 'excuse me' if someone is in their way or they want to say something to someone when they appear busy.

Please – children know that they should always say 'please' when they are asking for something.

Smile – children know that they should demonstrate self-belief and be positive and upbeat when talking to adults and each other.



Tremendous Transitions

We know that **tremendous transitions** ensure a safe, calm and purposeful learning environment for all. They help to maximise learning time and create a sense of order and routine within the classroom and around school.

Our steps to Tremendous Transitions:

- 1) We are silent — to listen to instructions.
- 2) We are ready — to make the transition.
- 3) We are swift— to action the transition.

Examples of transitions may be moving from the carpet to tables; handing out books; lining up at the classroom door or leaving assemblies etc.



The Blanford Mere Way

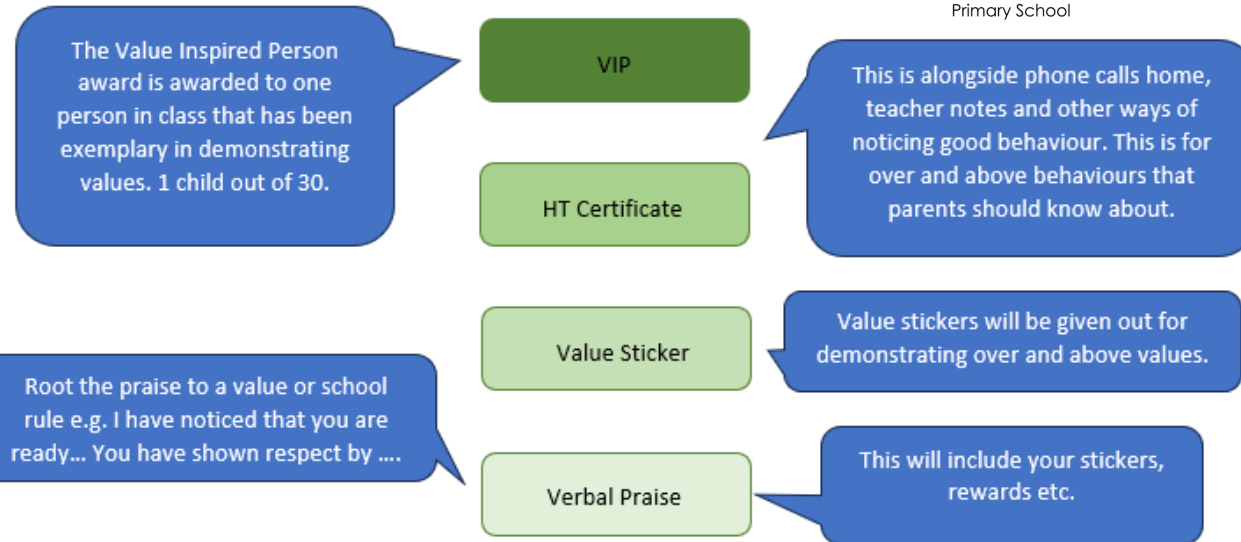


Shared Values Day

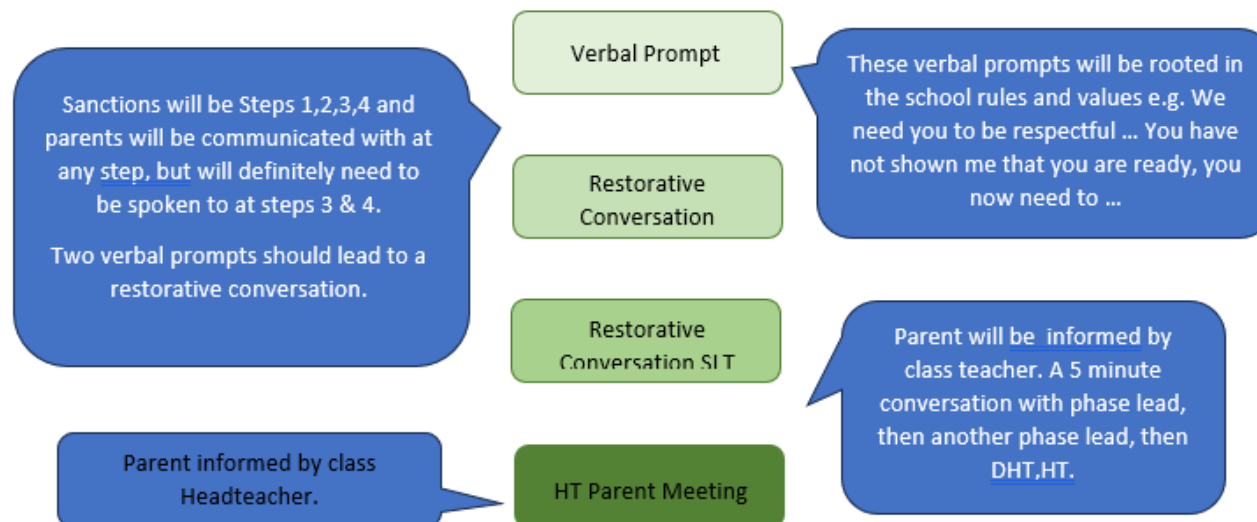


S	 Self-belief
H	 Honesty
A	 Achievement
R	 Respect
E	 Enjoyment
D	 Determination

BLANFORD MERE REWARDS & SANCTIONS CHART



BE READY BE RESPECTFUL BE SAFE



The Blanford Mere Way



Sanctions

At Blanford Mere, we have developed a consistent and robust behaviour curriculum that allows children to be taught and retaught expected behaviours. We believe in a consistent and immediate response to the behaviours that we do not wish to see.

If a child is not demonstrating the behaviours that we would like to see a **verbal prompt** will be given. This prompt will signal to children that they need to rectify their behaviour and respond appropriately. At this point, we would hope that the child is now demonstrating the right behaviour.

However, if this is not the case, a short **restorative conversation** will be had with the child at this point or at the end of the session. We believe it is the immediacy of the response, not the weight of the sanction that matters. During the conversation we will connect with the child, acknowledge the undesirable behaviour, discuss how this behaviour can be improved and move forward.

If this behaviour continues, a **restorative conversation with a member of the senior leadership team** will take place with the child. This will take place during a break or lunchtime session.

If all of these restorative approaches have not had the desired effect, a **meeting** will be arranged by the Headteacher with the child and their parents/carers.

This information will be recorded on a behaviour log and monitored by the Senior leadership team.

Anti-bullying

S – Several

T – Times

O – On

P – Purpose



Online Safety



- ▶ Talking about online safety
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>
- ▶ Setting up parental controls
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

Online Safety – Social Media

APPS AND THEIR AGE RATINGS

13+		16+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter		
 TikTok	 Kik	 Sarahah	 MeetMe
 YouNow	 Yubo	 YOLO	 LiveMe
 House Party	 Monkey		

In June 2026, the UK Government announced plans that, from Spring 2027, under-16s will no longer be able to use certain social media platforms.

The policy aims to reduce exposure to harmful content and improve children's wellbeing.

The exact list of affected platforms and implementation details are still being developed.

Online Safety

<https://nationalonlinesafety.com/guides>



What Parents & Carers Need to Know about
YOUTUBE KIDS

YouTube Kids is a child-friendly version of YouTube which offers a colourful and easy-to-navigate environment that's suitable for young children. This app is easily accessible and available for mobile devices, which can be downloaded without needing the YouTube app on the device. Despite YouTube Kids seeming like a very child-friendly platform, it has raised concerns over its advertising and inappropriate content seeping through the curation process.

SETTING UP

- Download the YouTube Kids app and connect your own YouTube channel.
- Input your child's name, age and birth month.
- Select the types of videos you want to include for your child based on their age and your own personal choice.
- If you decide to approve the content yourself, the app will present you with sample videos for you to accept and reject.
- Once you've made your choice, you're ready to use the app!

Advice for Parents & Carers

REMOVE ADVERTISEMENTS
YouTube Kids advertises on your child's screen and offers a personalised 'For You' feed. While you can't turn off ads, you can remove ads from your child's feed by selecting 'Remove Ads' in the app settings.

BE AWARE OF UNSUITABLE CONTENT
YouTube Kids has a 'Family Safety' filter that removes content that is inappropriate for children. However, it's not perfect and some inappropriate content can still slip through.

RESTRICT VIEWING TIME
The YouTube Kids app allows you to set a viewing limit for your child. Once the limit is reached, the app will stop playing videos and show a message.

MONITOR WATCH HISTORY
You can see what your child has watched in the app. This can be useful to check if they have watched anything inappropriate.

WATCH TOGETHER
It's important to make YouTube Kids a fun and positive experience for your child. This may require spending time watching videos with them and discussing any concerns.

Meet Our Expert
Claire Davies, a parent and expert in the gaming industry, shares her experience of using YouTube Kids and provides advice on how to keep your child safe while using the app.

NOS National Online Safety
#WakeUpWednesday

www.nationalonlinesafety.com [@nationalonlinesafety](https://twitter.com/nationalonlinesafety) facebook.com/nationalonlinesafety [@nationalonlinesafety](https://instagram.com/nationalonlinesafety)

Version of this guide as at the date of our discussion. No liability is accepted for any errors. Current as of the date of release: 25.06.2022

What Parents & Carers Need to Know about
WHATSAPP

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents. As well as most of the usual social media features, it also has a 'Status' feature which allows users to share short videos with their contacts. While WhatsApp is a popular app, it has raised concerns over its privacy policy and the potential for inappropriate content.

WHAT ARE THE RISKS?

SCAMS
Fraudsters occasionally send WhatsApp messages pretending to be other people, encouraging the user to click on a link to win a prize. These links can lead to a website that steals your personal information.

DISAPPEARING MESSAGES
WhatsApp has a feature called 'Disappearing Messages' which allows users to send messages that will disappear after a set period of time. This can be useful for sending sensitive information, but it can also be used to hide inappropriate content.

ENABLING FAKE NEWS
WhatsApp has been used to spread fake news and misinformation. This can be dangerous as it can lead to people making decisions based on false information.

Advice for Parents & Carers

CREATE A SAFE PROFILE
Even though someone would need a child's phone number to add them to WhatsApp, it's still important to create a safe profile for your child.

EXPLAIN ABOUT BLOCKING
If your child receives spam or offensive messages, they should block the sender. This will stop them from sending you more messages.

REPORT POTENTIAL SCAMS
If your child receives a message that seems suspicious, they should report it to WhatsApp. This will help WhatsApp to remove the message and protect other users.

LEAVE A GROUP
If your child is in a group chat that is not for them, they should leave the group. This will stop them from seeing the messages and being part of the group.

THINK ABOUT LOCATION
WhatsApp has a feature called 'Location Sharing' which allows users to share their location with their contacts. This can be useful for sharing your location with a friend, but it can also be used to track someone's location.

DELETE ACCIDENTAL MESSAGES
If your child sends a message that they don't want to send, they should delete it. This will remove the message from the chat and prevent it from being seen by the other person.

CHECK THE FACTS
If your child receives a message that seems suspicious, they should check the facts. This will help them to decide if the message is real or a scam.

Meet Our Expert
Claire Davies, a parent and expert in the gaming industry, shares her experience of using WhatsApp and provides advice on how to keep your child safe while using the app.

NOS National Online Safety
#WakeUpWednesday

www.nationalonlinesafety.com [@nationalonlinesafety](https://twitter.com/nationalonlinesafety) facebook.com/nationalonlinesafety [@nationalonlinesafety](https://instagram.com/nationalonlinesafety)

Version of this guide as at the date of our discussion. No liability is accepted for any errors. Current as of the date of release: 25.06.2022

What Parents & Carers Need to Know about
MINECRAFT

Minecraft is a beloved classic of modern gaming. First released in 2011, this open-ended 'sandbox' game of building and exploration still has over 140 million players who happily return to play it at least once every month. Minecraft has also been used for much more than just entertainment: it's sometimes used in schools to teach children coding, and it's also employed as a tool for computer-aided design, which is another valuable skill. Encouraging creativity and problem solving, Minecraft has plenty to offer gamers of all ages, and it's available on almost all video game platforms.

WHAT ARE THE RISKS?

PUBLIC SERVERS
Joining a public network (called a 'server') lets your child potentially interact with strangers through text chat. Some servers focus on building, while others are dedicated to role-playing - encouraging direct player interaction. Anyone can join public servers and connecting to one is relatively simple. Public servers in addresses (and therefore someone's location) are easy to find with search engines.

SCARY ELEMENTS
The visual design and gameplay of Minecraft is purely by child friendly, so there's nothing too untoward in the game. However, some of the 'textures' that can be encountered might prove a little too scary for very young players. In the game, certain enemies come out at night and are accompanied by audio - such as zombie moans and skeleton bone rattles - that may unsettle young ones.

ADDITIONAL PURCHASES
After initially buying the game, players can make optional extra purchases for cosmetic items and other features. Minecraft Realms is an optional online subscription (requiring regular payments) that lets users run a multiplayer server to play with their friends. Most games consoles also need an active subscription to enable online play, so online gaming can quickly become expensive fairly.

GRIEFING
Some people in Minecraft delight in purposefully damaging or destroying another player's creation. This is called 'griefing' and is a form of bullying. It intentionally spoils someone else's experience in the game by deleting hours of their work and forcing them to start from scratch. Many public servers treat griefing as a severe offence and frequently ban offenders.

ADDICTIVENESS
Minecraft's gameplay is relatively simple, and the outcome when a child has built something new, for instance, can be extremely gratifying. This can make the game highly addictive. It's easy to lose track of time while playing Minecraft, so parents should encourage young players to forget about other activities like homework or enjoying family time.

CONTACT FROM STRANGERS
To start a WhatsApp chat, you need to have a mobile number. If your child has a mobile number, they could be contacted by strangers. This could be dangerous as it could lead to someone trying to contact them without their parents' knowledge.

LOCATION SHARING
The 'location' feature lets users share their current whereabouts. This can be useful for sharing your location with a friend, but it can also be used to track someone's location.

Advice for Parents & Carers

RESEARCH CONTENT CREATORS
There are a lot of Minecraft content creators who release helpful videos about the game. Parents should research these creators to see if they are suitable for their child. Some creators are known for being helpful, while others are known for being inappropriate.

CHOOSE THE RIGHT MODE
Minecraft has two main modes: 'Creative' and 'Survival'. 'Creative' mode allows children to play Minecraft without having to worry about dying. 'Survival' mode is more challenging and involves gathering resources and building a base.

HOST A PRIVATE SERVER
The easiest way to find a safe server for your child to play on is to make one yourself. This can be done by setting up a private server on your own computer. This will allow you to control who can join the server and what they can do.

ENCOURAGE BREAKS
It's easy for the hours to fly by while your child is playing Minecraft. Parents should encourage their child to take regular breaks from the game. This will help them to stay healthy and avoid becoming addicted.

TALK ABOUT STRANGERS
At some point in their lives, almost everyone needs to have contact with a stranger online. Talking to your child about online safety, therefore, is a natural part of having a plan to play for dealing with any hostile or difficult strangers. Ensure that your child knows never to tell a stranger about themselves online, and that they should come to you straight away if they do encounter a problem.

Meet Our Expert
Claire Davies, a parent and expert in the gaming industry, shares her experience of using Minecraft and provides advice on how to keep your child safe while using the game.

NOS National Online Safety
#WakeUpWednesday

www.nationalonlinesafety.com [@nationalonlinesafety](https://twitter.com/nationalonlinesafety) facebook.com/nationalonlinesafety [@nationalonlinesafety](https://instagram.com/nationalonlinesafety)

Version of this guide as at the date of our discussion. No liability is accepted for any errors. Current as of the date of release: 25.06.2022

Making an appointment



- ▶ We like to work together with parents; teachers may ask to see you at the end of the day to talk with you and your child. This may be to highlight things they've done well, support their learning or to discuss a behavioural issue. We work together to resolve issues.



Maths competitions

River Severn Trip

Geography
field trip

Some Year 5/6
fun to look
forward to!

VIP days

Hollywood
Star Dress-
up Day

TTRS Dress-up Days

Finally...



Any questions?

