Welcome to our Parents' meeting

September 2025

Meet the team

Mr Baker
KS2 Strategic Leader and Class Teacher

Mrs Oliver
Class Teacher

Mr Raybould
Class Teacher

Miss Stanton
Deputy Head Teacher

Mrs Hart
Teaching Assistant

Mrs Newman
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

Blanford Mere Primary School

A typical school day

	8.55 – 9.05	9.05-10.05am	10.05-10.30am	10.30-10.40am	10.40 - 10.55 am	10.55-12pm	12.00-1.00	1.00-1.05pm	1.05-1.20pm	Foundation Subjects 1.05-3.15pm
Monday	Registration	**Maths**	**Reading**	**Spelling**	**BREAK**	**English**	**LUNCHTIME**	**Registration**	**Assembly**	

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.
- From this September, we are following 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 If I were or Were they 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, 2/5 + 4/5 = 6/5 = 1 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 = 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 1/2, 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25.

Maths - Year 5

Measurement

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 (°)
- 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.

Statutory requirements

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, ¼ × ½ = 1/8]
- divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 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.

Upper key stage 2 programme of study

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

Electricity Year 6

Statutory requirements

Pupils should be taught to:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

Science – for years 5 and 6

Living Things and their Habitats Year 5

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Science – for years 5 and 6

Animals, including Humans Year 5

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Science – for years 5 and 6

Earth and Space Year 5

Statutory requirements

Pupils should be taught to:

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Science – for years 5 and 6

Light Year 6

Statutory requirements

Pupils should be taught to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

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.

Assessments in Year 5-6

Four formal assessments take place in Year 56 in addition to the Year 6 Statutory Assessment Tests (SATs).

A baseline assessment is completed in September with three further termly assessments in line with the whole school.

After the tests have been marked and gone through, the children will bring them home.

The assessments are inline with age-related expectations - some children may be below age-related, some inline with age-related and some exceeding age-related.

Year 5 & 6 Curriculum topics – non-core subjects

Topics for the Year:

Greeks
Black Country – Local Area Study
Crime and Punishment

On the website, you will find the curriculum that tells you what we are studying in each subject for each term.

P.E Kits

- 56AR and 56HO normally have P.E on Monday.
- 56MB normally have P.E. on Thursday afternoon.

Blanford Mere Primary School

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.

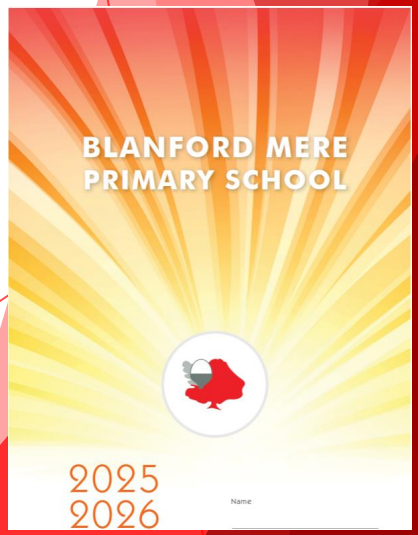
Homework

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

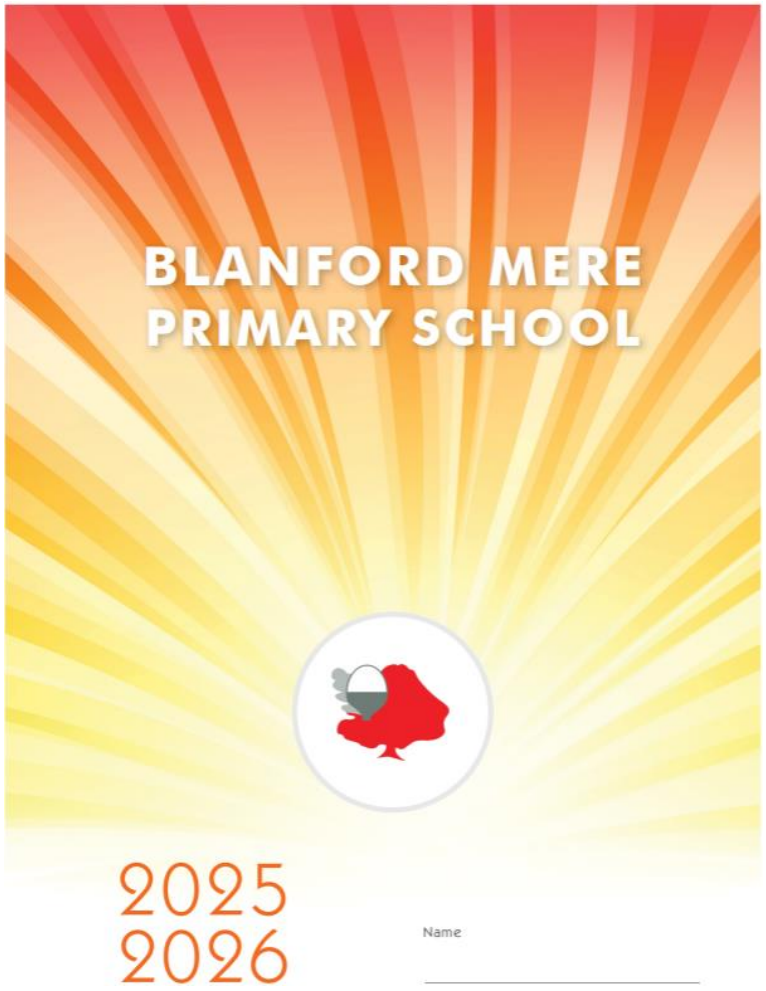
Online homework

- Mathletics
- Spelling Shed
- Times Tables Rock Stars.
- Numbots.

- Log ins for the above are put in the inside cover of the planner.

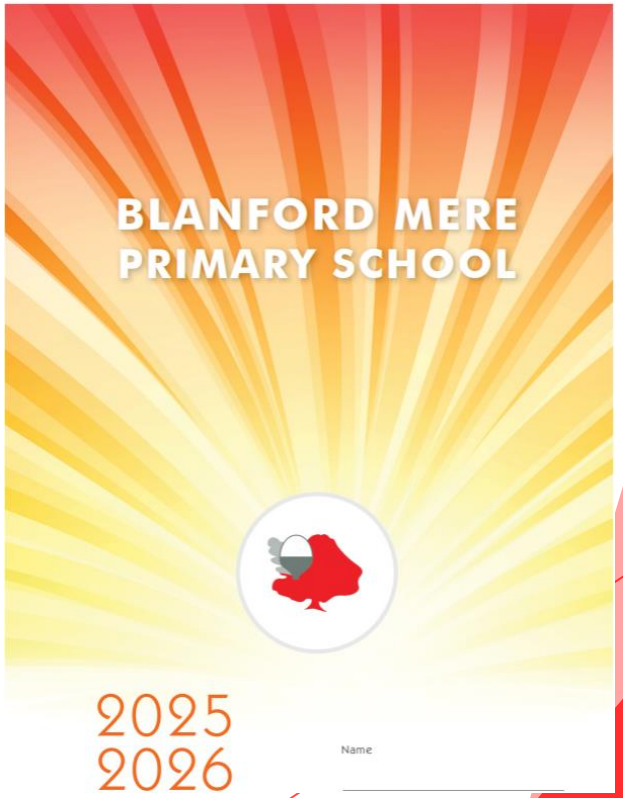


Planners



Planner content

- English glossary of terms – helpful for grownups as well as children!
- Writing – Alan Peat Sentences
- Maths Visual Calculation Policy
- Maths aids
- School's assessment policy
- Year group specific spellings
- Staying safe online



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

Blanford Mere Primary School

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

Blanford Mere Primary School

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

Blanford Mere Primary School

Shared Values Day

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

BLANFORD MERE REWARDS & SANCTIONS CHART

Blanford Mere Primary School

The Value Inspired Person award is awarded to one person in class that has been exemplary in demonstrating values. 1 child out of 30.

VIP

HT Certificate

This is alongside phone calls home, teacher notes and other ways of noticing good behaviour. This is for over and above behaviours that parents should know about.

Value Sticker

Value stickers will be given out for demonstrating over and above values.

Root the praise to a value or school rule e.g. I have noticed that you are ready… You have shown respect by ….

Verbal Praise

This will include your stickers, rewards etc.

BE READY BE RESPECTFUL BE SAFE

Sanctions will be Steps 1,2,3,4 and parents will be communicated with at any step, but will definitely need to be spoken to at steps 3 & 4.

Two verbal prompts should lead to a restorative conversation.

Verbal Prompt

These verbal prompts will be rooted in the school rules and values e.g. We need you to be respectful … You have not shown me that you are ready, you now need to …

Restorative Conversation

Restorative Conversation SLT

Parent will be informed by class teacher. A 5 minute conversation with phase lead, then another phase lead, then DHT,HT.

Parent informed by class Headteacher.

HT Parent Meeting

Blanford Mere Primary School

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

Blanford Mere Primary School

Online Safety

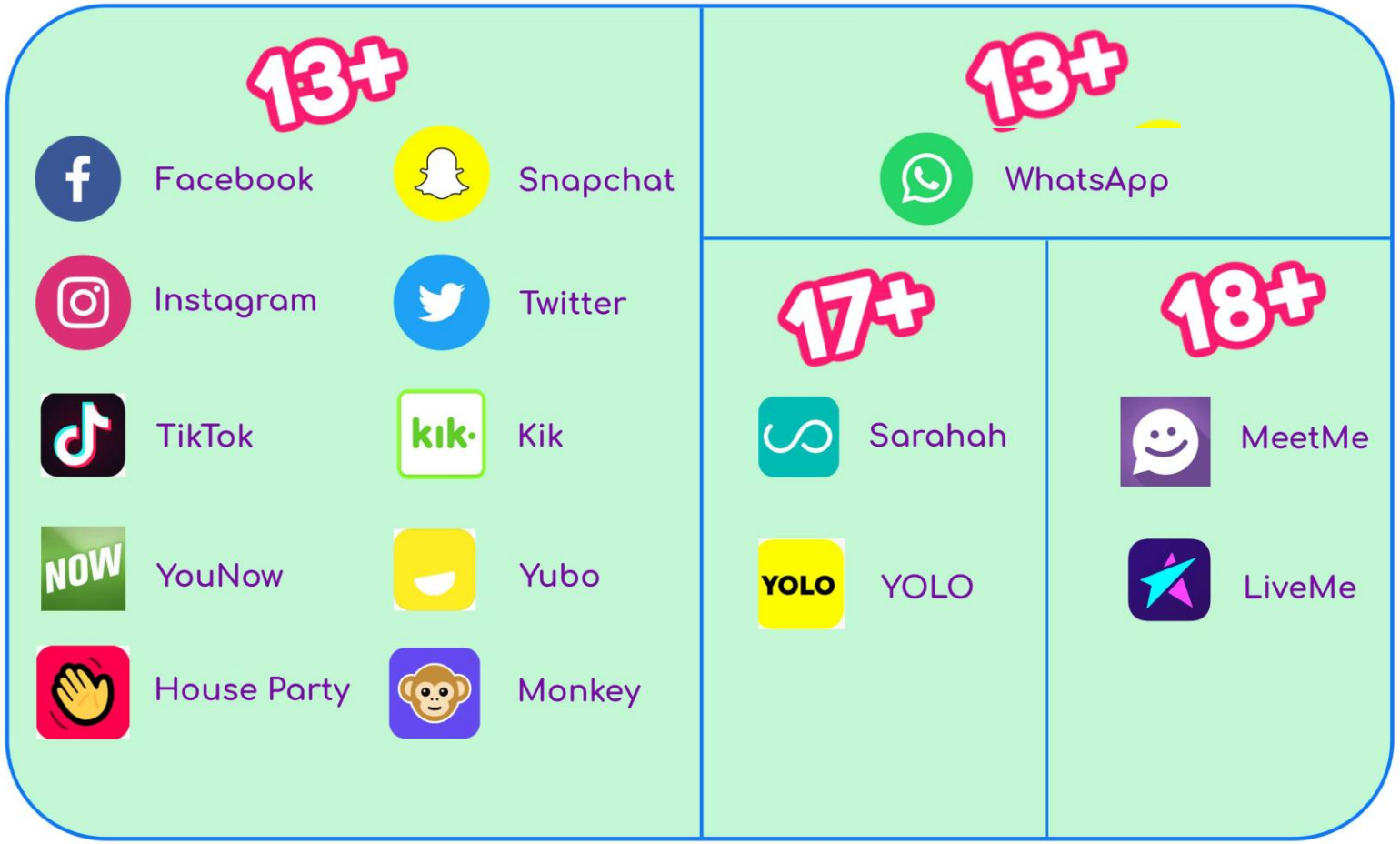
- Talking about online safety
- https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/
- Setting up parental controls
- https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/

Blanford Mere Primary School

Online Safety – Social Media

OpenView Education
TRAINING THROUGH THEATRE

APPS AND THEIR AGE RATINGS



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Online Safety

Blanford Mere Primary School

https://nationalonlinesafety.com/guides

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.

Half-termly shared value day

Maths competitions

Year 6 Condover residential trip

Some Year 56 fun to look forward to!

Cycling (November 2025 – 2 days per child)

Black Country Museum trip

TTRS Dress-up Days

Swimming

Blanford Mere Primary School

Finally. . .

Any questions?