



CLAYBROOKE
PRIMARY SCHOOL

Together we flourish | Est 1814

Curriculum Information meeting

Thursday 5th September 2024



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Welcome to Maple Class



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Agenda:

- Curriculum / Staffing
- Timetable
- Expectations (Uniform / Behaviour/attendance)
- Other



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Staffing

Mon - Wed: Mrs Chick and Mrs Haycock

Thurs - Fri : Mr Rock and Mrs Jones/Mrs Clarke



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Curriculum

CUSP Autumn:

- Rocks (Science)
- Changes in Britain from the Stone Age to the Iron Age (History)
- Drawing & Painting (Art)
- Map and fieldwork skills using human and physical geography (Geography)
- Textiles (DT)
- OS Map Skills and Fieldwork (Geography)
- Animals including Humans (Science)
- Printmaking (Art)
- Rocks 2 (Science)
- Food and Nutrition (DT)



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Writing

CUSP Curriculum:

- Poetry on a theme (emotions) A
- First person narrative descriptions A
- Non-chronological reports A
- Formal letters to complain A
- Performance poetry (including poetry from other cultures A
- Dialogue through narrative (historical stories) A



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Writing

Part 1, Lesson 1 focus: recognise and use imagery and follow a poetic form



Explain

Imagery is ...

The structure of a haiku is ...



Example

wrathful with everything

Electric storm

*Jagged orange lines
illuminate slate grey skies
then crashing thunder*



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Knowledge Organiser
Poems which explore form (Year 4)

Structure and presentation

create rhythm and convey meaning



Haiku

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

Cinquain (syllable pattern: 2-4-6-8-2)

Line 1: one word (a noun, the subject of the poem)

Line 2: two words (adjectives that describe the subject in line 1)

Line 3: three words (ing action verbs / participles that relate to the subject in line 1)

Line 4: four words (a phrase or sentence that relates feelings about the subject in line 1)

Line 5: one word (a synonym for the subject in line 1 or a word that sums it up)

Poetic devices

used to add rhythm and imagery:

- * imagery, e.g. *wrathful with everything*
- * onomatopoeia, e.g. *whipping*



Performance

enhances the meaning of the poem through use of:







- * intonation
- * volume
- * actions



Reading

CUSP Curriculum:

- Greta and the Giants
- Pebble in my Pocket
- Leon and the Place Between
- 'Twas the Night before Christmas'

Week 1, Lesson 1: Summarise	
	Explain: A summary is a brief account of the main points.
	Example: Which of these summaries is most accurate? <ol style="list-style-type: none">1. Harmony is sad that her uncle is leaving.2. Harmony wants a bike.
	Attempt: Which of these summaries is most accurate? <ol style="list-style-type: none">3. Harmony wanted something to remember her uncle by.4. Harmony was a greedy child.
	Apply: Finish this story map of the main events from the story so far.  <p>Harmony and Melody argue Uncle Ginger comes to visit</p>
	Challenge: (say) Using your story map, explain what has happened in the story so far.

Timetable

Day	9:00-9:15	9:15-10:00	10:00-10:35	10:35 - 10:50	10:50-11:50	11:50-12:00	12:00-13:00	13:00-13:30/14:00	14:00-14:45	14:45-15:15
Monday	Spelling	CUSP writing	CUSP Reading	Break	Maths	Maths Meeting	Lunch	Class Reader	RISE Curriculum	Assembly 2:45
Tuesday	Spelling	CUSP writing	CUSP Reading	Break	Maths	Class Read	Lunch	P.E Core	Music Ukulele	Assembly
Wednesday	Handwriting	CUSP writing	CUSP Reading	Break	Maths	Maths Meeting	Lunch	RISE Curriculum	RE	Singing Assembly 2:45
Thursday	Handwriting	CUSP writing	CUSP Reading	Break	Maths	Class Read	Lunch	RISE Curriculum	MFL/ PSHE 1:45 - 2:30	Assembly 2.45
Friday	PSHE ctd	CUSP writing	CUSP Reading	Break	Maths	Maths Meeting	Lunch	Computing Reading 20 mins	PE Gym	Assembly 2.45



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Expectations

- Children need to be in the building by 8:55am
- Lessons start promptly at 9am
- This ensures that no time is wasted during morning lessons and no content is missed by children



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Expectations

- Be Safe, Be Ready, Be Respectful
- Kindness, Respect, Resilience, Teamwork, Honesty, Independence
- House Points
- Marble jar
- Stickers/stamps
- Headteacher rewards/excellent work



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Behaviour expectations

STEP

-  **SPEAK POLITELY**
-  **THANK YOU**
-  **EXCUSE ME**
-  **PLEASE**

WALKING

-  **FACING FORWARDS**
-  **ON THE LEFT**
-  **HANDS BY SIDE**
-  **STEADY PACE**
-  **NOT TALKING**

BE A STAR

-  **SIT UP**
-  **TRACK THE SPEAKER**
-  **ANSWER QUESTIONS**
-  **RESPECT OTHERS**

FIRST TIME

-  **FIRST TIME**
-  **EVERY TIME**
-  **EVERYWHERE**
-  **EVERYONE**



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Attendance expectation

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

School attendance overall was 86% last year
(National average 94%) This equates to being off approximately
5 weeks off school

New requirements for monitoring and reporting attendance come into force from September 2024.

Main aim is to support families to encourage good attendance, ensuring pupils are in school everyday. There also have been changes to fining structure/costs.

We have a new 'attendance liaison officer' at Trust level supporting Mr Rock and Mrs Amos starting this term.



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Expectations - uniform

Uniform:

- Black trousers/shorts/skirt
- Plain white/red polo shirt (or branded)
- Plain red jumper/cardigan (or branded)
- Plain black shoes/trainers (no white logos, open toes, high-heeled shoes/boots)



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Expectations - uniform

PE kit:

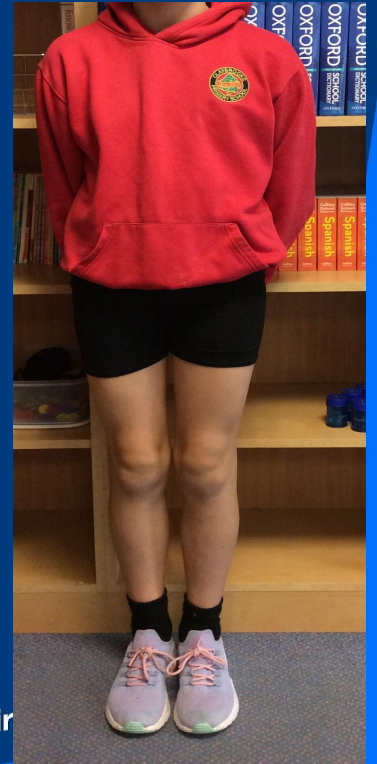
- Black school PE top (with logo) or plain red or white t-shirt
- Plain black shorts/leggings/tracksuit bottoms
- Plain red/black jumper
- Hoodies are for outside PE only
- Plain black trainers for outdoor, plimsolls for indoor
- No earrings/jewellery
- Hair tied back



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Homework

Set weekly on a Friday to be handed in the following Wednesday.

Expectation that homework will be completed weekly.
Opportunity to attend homework club if not managed to complete at home.

<p><u>Years 3 & 4</u></p>	<ol style="list-style-type: none">1. Reading regularly2. English & Maths tasks - 60 minutes3. Optional activities linked to the wider curriculum eg. science, history, art, RE - these will be sent out half-termly.
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Other

- Consent for photos
- Sports events
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- **Communication:**
- Weekly newsletter: Sent out via Arbor
- Facebook: Regular updates
- Arbor messages
- Notice board



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