

'Meet the Teacher' meeting Bitterns' Class



Welcome back to school...

We are going to have a lot of fun this year!

Meet the Team...



Miss Sanderson



Mrs Robinson



Mrs Hodkinson



Mrs Forster

Vacancy

It's all about the children.
Teaching and learning...

Ingredients to make a perfect teacher

This is what your children
said...

Someone who smiles

Someone who is fun

Someone who helps us

Someone who is kind

Some one helps us understand



	08:55	0915	0920	0925	10:15	10:30	10:50	11:05	12:50	13:00	14:00	14:30
Mon	WS worship	Brain Gym TTRS		Maths	10:15	phonics	Guided reading	English	Books with buddies	PE	Geography	
Tues	P&P			Maths		phonics	Guided reading	English	Books with buddies	Science	PSHE	
Wed	KS/CLASS			Maths		phonics	Guided reading	English	Books with buddies	PE	RE	
Thurs	Church			Maths		phonics	Guided reading	English	Books with buddies	ART	Music	
Fri	Family worship			Maths		phonics	Guided reading	English	Books with buddies	Computing	MFL	
									1	2		

Maths

Number and place value,
measurement, calculations,
statistics, fractions



Mathematics Targets

Pupil's Name: _____

A Year 2 Mathematician

TARGETS	Pupil Assessment	SECURE
Number and place value		
I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	●●●●	
I can read and write numbers to at least 100 in numerals and in words.	●●●●	
I can compare and order numbers from 0 up to 100; using < > = signs.	●●●●	
I recognise the place value of each digit in a 2-digit number.	●●●●	
I can identify, represent and estimate numbers using different representations, including the number line.	●●●●	
I can use place value and number facts to solve problems.	●●●●	
Calculations		
I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	●●●●	
I can add and subtract mentally, including:	●●●●	
A 2-digit number and ones	●●●●	
A 2-digit number and tens	●●●●	
Two 2-digit numbers	●●●●	
Adding three 1-digit numbers	●●●●	
I can add and subtract numbers using concrete objects and pictorial representations, including:	●●●●	
A 2-digit number and ones	●●●●	
A 2-digit number and tens	●●●●	
Two 2-digit numbers	●●●●	
Adding three 1-digit numbers	●●●●	
I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	●●●●	
I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	●●●●	

Mathematics Targets

Pupil's Name: _____

A Year 3 Mathematician

TARGETS	Pupil Assessment	SECURE
Number, place value, approximation and estimation/rounding		
I can count from 0 in multiples of 4, 8, 50 and 100.	●●●●	
I can compare and order numbers up to 1,000.	●●●●	
I can read and write numbers to 1,000 in numerals and words.	●●●●	
I can find 10 or 100 more or less than a given number.	●●●●	
I can recognise the place value of each digit in a 3-digit number.	●●●●	
I can identify, represent and estimate numbers using different representations.	●●●●	
I can solve number problems and practical problems using above.	●●●●	
Calculations		
I can add and subtract mentally, including:	●●●●	
A 3-digit number and ones	●●●●	
A 3-digit number and tens	●●●●	
A 3-digit number and hundreds	●●●●	
I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	●●●●	
I can estimate the answer to a calculation and use inverse operation to check answers.	●●●●	
I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	●●●●	
I can recall and use multiplication and division facts for the 3x, 4x and 8x tables.	●●●●	
I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.	●●●●	
I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.	●●●●	

TARGETS	Pupil Assessment	SECURE
Number, place value, approximation and estimation/rounding		
I can count in multiples of 6, 7, 9, 25 and 1,000.	●●●●	
I can order and compare numbers beyond 1,000.	●●●●	
I can find 1,000 more or less than a given number.	●●●●	
I recognise the place value of each digit in a 4-digit number.	●●●●	
I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.	●●●●	
I can identify, represent and estimate numbers using different representations.	●●●●	
I can round any number to the nearest 10, 100 or 1,000.	●●●●	
I can count backwards through zero to include negative numbers.	●●●●	
I can solve number and practical problems with the above (involving increasingly large numbers).	●●●●	
Calculations		
I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.	●●●●	
I can estimate and use inverse operations to check answers in a calculation.	●●●●	
I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.	●●●●	
I can recall multiplication and division facts up to 12x12.	●●●●	
I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	●●●●	
I recognise and use factor pairs and commutativity in mental calculations.	●●●●	
I can multiply 2-digit numbers by a 1-digit number using formal written layout.	●●●●	
I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	●●●●	

...lying my increasing

...in the 2, 5 and 10x

Monday 16th September 2024

16.09.24



Maths

Learning Objective...

Y2: Make reliable estimates of numbers up to 100.

Y3: Add to create a 3-digit number using place value.

Y4: Add to create a 4-digit number using place value.

Success Criteria

- I can create a 2-digit number using place value.
- I can create a 3-digit number using place value.
- I can create a 3-digit number using place value





$3 \times 10 =$

$6 \times 10 =$

$12 \times 10 =$

$6 \times 10 =$

$5 \times 10 =$

$1 \times 10 =$

$4 \times 10 =$

$8 \times 10 =$

$2 \times 10 =$

$1 \times 10 =$

$3 \times 10 =$

$5 \times 10 =$

$6 \times 10 =$

$11 \times 10 =$

$3 \times 10 =$

$7 \times 10 =$

$12 \times 10 =$

$12 \times 10 =$

$8 \times 10 =$

$9 \times 10 =$

$4 \times 10 =$

$7 \times 10 =$

$1 \times 10 =$

$9 \times 10 =$

$2 \times 10 =$

$7 \times 10 =$

$7 \times 10 =$

$10 \times 10 =$

$9 \times 10 =$

$1 \times 10 =$

You could do More!

Level	Age Range	Time Requirement
Rock Hero	27-30	Under 1 second
Rock Legend	24-27	Under 2 seconds
Rock Star	21-24	Under 3 seconds
Headliner	18-21	Under 4 seconds
Support Act	15-18	Under 5 seconds
Breakthrough Artist	12-15	Under 6 seconds
Unsigned Act	9-12	Under 7 seconds
Gigger	6-9	Under 8 seconds
Busker	3-6	Under 9 seconds
Garage Rocker	0-3	Under 10 seconds
Wannabe		

English

Comprehension, composition,
word reading, handwriting,
spelling, grammar



Year 3 Composition		
Pupil	Objective	Teacher
	I can read and <u>analyse</u> narrative, non-fiction and poetry in order to plan and write my own versions.	
	I can identify and discuss the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.	
	<i>I can discuss and record ideas for planning.</i>	
	I can create and develop settings for narratives.	
	I can create and develop characters for narrative.	
	I can create and develop plots based on a model.	
	I can generate and select from vocabulary banks <u>eg</u> : noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.	
	<i>I can group related material into paragraphs.</i>	
	<i>I can use headings and subheadings to <u>organise</u> information.</i>	
	<i>I can proofread and check for errors in spelling, grammar and punctuation in my own and others' writing.</i>	
	I can discuss and propose changes with partners and in small groups.	

Year 2 Composition		
Pupil	Objective	Teacher
	I can plan and discuss what to write out e.g. story mapping, collecting new vocabulary, key words and ideas.	
	I can use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.	
	I can write about real and fictional events.	
	I can write simple poems based on models.	
	I can edit and improve my own writing in relation to audience and purpose.	
	<i>I can evaluate my writing with adults and peers.</i>	
	<i>I can proof-read to check for errors in spelling, grammar and punctuation.</i>	
	I can read aloud my writing with intonation to make the meaning clear.	

Year 4 Composition		
Pupil	Objective	Teacher
	I can read and <u>analyse</u> narrative, non-fiction and poetry in order to plan and write my own.	
	I can identify and discuss the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.	
	<i>I can discuss and record ideas for planning e.g. story mountain, <u>story map</u>, text map, non-fiction bridge, storyboard, boxing up text types to create a plan.</i>	
	I can develop settings and <u>characterisation</u> using vocabulary to create emphasis, <u>humour</u> , atmosphere and suspense.	
	I can plan and write an opening paragraph which combines the introduction of a setting and character.	
	I can <u>organise</u> paragraphs in narrative and non-fiction.	
	I can link ideas within paragraphs <u>eg</u> fronted adverbials for when and where.	
	I can generate and select from vocabulary banks <u>eg</u> : powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to the text type.	

g in the light of evaluation
ntonation, tone and volume to
ing to a group or class.

Monday 16th September 2024 16.09.24



English

Learning Objective:

Spoken language a. listen and respond appropriately to adults and their peers; e. give well-structured explanations; g. use spoken language to develop understanding; j. participate in discussions Grammar Use and understand the grammatical terminology in English Appendix 2; Revise use of adjectives in extended noun phrases, identify adverbs.

Success Criteria:

I can discuss and collect themes from a range of fables





Presentation and
handwriting

a b c d e f

h i j k l

m n o p q

r s t u v w

x y z





The day...

Math Guided reading
Grammar English
From 08.45 – 12.00

Science Topic
Computing PE MFL RE
Swimming
From 13.00 – 15.00

A cartoon illustration of a girl with brown hair in pigtails, wearing a green shirt, looking upwards. Above her is a brown and white bird, possibly a heron, standing on a ledge. The background is a brick wall with a window frame.

Independent Learners

Monitors

- Blinds and Lights – Abigail
- Snack Shop - Ollie C
- Register – Baine Oscar
- Computers – Charlie Olly T
- Book corner/Library x2 – Suzie Fiadh
- Visual Timetable x1 – George
- Door closer x1- Baine
- Traffic light - Molly
- Prayers – Sam
- Brain gym – Caspian
- Pencils - Seb B
- Cloakroom – Georgia Molly
- Letters home – Reuben
- Photocopier – George
- Team points – Seb B
- Home Reader boxes – Ollie C
- Table Tidy Inspectors – Ollie C Oscar
- DJ – Adam
- Window – Suzie
- Paint monitors – Oscar Baine

Information



Silverdale St John's
CofE Primary School & Nursery
Learning, Community and Faith

Year A Summer Curriculum Overview

Bitterns Class



English

HOW DOES YOUR GARDEN GROW?

(The thing in the basement by Michaela Morgan))

Mystery (3 weeks) Classic poetry (3 weeks)

PASSPORT TO EUROPE

(Gullivers Travels by Lemuel Gulliver)

Novel as a theme (4 weeks) Non-chronological reports (3 weeks)



Science

PLANTS

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of plants, and how they depend on each other. Identify and name a variety of plants in their habitats, including micro-habitats. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow).



Christian Values:

Forgiveness and Respect

Maths

Addition and Subtraction

Place value (year 4)

Multiplication and Division (and measures Year 4)

2-D Shape

Decimal Place Value 3-D Shape

Calculation

Fractions

Statistics

Time



Geography/History

Geography – EXTREME EARTH

History - Ancient Greeks



MFL

Unit 5: Ma Famille (My family)

Unit 6: Bon anniversaire (Birthdays)

Art/DT

Art – DRAWING AND PAINTING /COLLAGE
FOOD - DESIGN, MAKE, EVALUATE ENTRIES
FOR GRAND SUMMER BAKE-OFF



Religious Education

3.1: Called by God What does it mean to be called by God?
4.6 Prayer: What is prayer?



PSHE

Being My Best
Growing & Changing



Music

Y3 Enjoying improvisation
Y4 The show must go on



Computing

Coding 4:1
Spreadsheets 3:3



PE/Games

Year 3/4 – net and wall core task
1 Year
3/4 – striking and fielding games –
rounders
Year 3/4 Athletics
Year 3/4 Dance - Myths and Legends



Information

CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES)

	Maths	English Healthy Humans	RE (Miss Sanderson)	SCIENCE Animals including humans
09.12.24	Identify and place 2-digit numbers on a number line. Compare and order numbers to 100. Read, write and locate any 2-digit number on a landmarked line from 0-100. Recognise the place value of each digit in a 2-digit number. Use a 0-1000 landmarked line to order and compare 3-digit numbers.	Fable based on a structure To will be able to identify and predict events using evidence from the text. To will be able to compare predictions with actual events. To will be able to use determiners a or an following a consonant or vowel. To will be able to take account of punctuation when reading.	I know there is a connection between Christian beliefs and their actions.	To understand that animals (including humans) can be grouped according to what they eat. To answer questions on diet by extracting data from a food survey and displaying it in tables and bar charts. To look for patterns and trends in the data and use this to ask further questions.
16.09.24	Find doubles to double 20. Double 2-digit numbers. Partition to double numbers. Count in 10s and 2s. Recognise and describe patterns. Revise the 5 times table, including division facts. Understand commutativity.	Fable based on a structure To will be able to discuss key events. To will be able to retell orally. To will be able to retell in writing. To will be able to predict events. To will be able to raise questions to ask characters in role. To will be able to infer thoughts, feelings and speech of characters.	I know that the Bible records people harvesting and gives instruction that people should give their first and their finest grain.	To classify different foods according to their group (e.g. carbohydrates, proteins, dairy and fats). Know the nutritional properties of each food group and the importance of limiting fats and sugars.
23.09.24	<ul style="list-style-type: none"> To add and subtract numbers mentally. To solve problems, including missing number problems, using number facts. To add and subtract numbers mentally including two-digit numbers and ones. To solve problems, including missing number problems, using number facts and place value. 	Fable based on a structure To will be able to select and use adverbs. To will be able to discuss character traits and record in writing. To will be able to develop own plot for a fable. To will be able to explore what characters think, say and feel for the new story.	I can talk about different ways people celebrate the harvest.	Understand that not all animals have an internal skeleton and that the presence of this is an important feature in classifying them. Know that a skeleton is needed for support, protection and movement.
30.09.24	To recall and use multiplication and division facts for the 3-, 4- and 8-times tables. To solve problems involving multiplication and division. To write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods.	Poem/s with a structure To will be able to identify the structure of a shape poem and how it uses images and words. To will be able to read a shape poem as a class group. To will be able to explore and collect v To will be able to identify the layout of a poem theme. To will be able to read poems and press expression. To will be able to identify words and phrases which will be able to discuss words and phrases which poem.	I can describe and recognise the similarities between different religious harvest festivals.	To understand how muscles work in pairs to allow movement and maintain posture. To investigate whether people who do more sport have stronger muscles.

		Creative Curriculum		Other curriculum subjects				
		History/Geography	Art/DT	Computing	PE	Music	PSHE	French
09.09.24	To explore the role of women in society from ancient times to the Renaissance..	To draw using tone to create a 3D effect.	To understand how To can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.	To demonstrate passing a ball using a handball pass. To move into space after using a handball pass in a game.	To have fun revising and consolidating the learning that has taken place in the previous year.	Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.	Starter activity: //Elle est comment? Oracy activity: // a... Elle a...	
16.09.24	To find out about women's roles in the 17th, 18th and 19th centuries.	To explore proportion and tone when drawing	To identify the risks and benefits of installing software including apps.	To demonstrate passing a ball using a bounce pass. To move into space after passing in a game.	To recognise and/or reading simple notation and tonic sol-fa The first three notes of the C major scale are used (C, D, E)	explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.	Starter activity: //Elle est comment? Oracy activity: // a... Elle a...	
23.09.24	To find out about the women's suffrage movement.	To plan a composition for a mixed-media drawing	To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.	To perform a one handed pass and bounce pass in a game. To apply a feint when passing to outwit a defender.	Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend.	Starter activity: //Elle est comment? Oracy activity: // a... Elle a...		
30.09.24	To find out about the role of women during the First World War.	To use shading techniques to create pattern and contrast.	To identify the positive and negative influences of technology on health and the environment.	To perform a pass in a game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender.	To practise improvising using the notes: C, D, C,	Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings.	Starter activity: Ou est le Canada? Presentation: De quelle nationalité?	
07.10.24	explore the role of women during the 1950s.	To work collaboratively to develop drawings into prints.	To understand the importance of balancing game and screen time with other parts of their lives.	To perform a pass in an invasion game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender.	To practise improvising using the notes: D, E, C,	Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.	Starter activity: Ou est le Canada? Presentation: De quelle nationalité?	
14.10.24	To find out about second-wave feminism during the 1960s and 1970s.	To work collaboratively to develop drawings into prints	To understand the importance of balancing game and screen time with other parts of their lives.	To perform a pass in an invasion game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender.	To practise improvising using the notes: D, E, G, A	Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.	Starter activity: Il est de quelle nationalité? Oracy activity: Il est intelligent	

Information



Welcome to Bitterns' Class



We hope you have had a lovely summer? I am sure we are now all ready to start the new school year. The Bitterns Class team are looking forward to the opportunity to get to know you and your child, and also the prospect of a happy and productive school year.

We believe that, with your support, your child will make excellent progress. We of course, will be considering some of the learning that has been lost, due to lockdown. But we are confident the children will catch up in the time we have together, through careful monitoring and formative assessment.

In the classroom we share and respect each other. We will always be kind and good listeners. We work quietly and will always try our best. We will learn how to model good manners and behaviours...

Mostly, we will be having fun!

I will be part of the Bitterns team for the foreseeable future. Mrs Robinson and Mrs Hodgkinson will be working alongside me, and Mrs Forster will be our class learning support assistant, along with a new member of the team

If you feel you have any worries or concerns throughout the year, please do not hesitate to contact me at school either by phone, by calling in after school or emailing.

Let's work together, to make this a fantastic year!

Reading

Your child will be required to read at home, on a regular basis; both to themselves and aloud to an adult. If you could sign it to say they have read, that would be great. Please return it to school daily in their book bag, as we will be recording individual reading sessions and guided sessions in the reading record.

Break time

Children can bring a piece of fruit for a snack at break time if they like. They should bring a full water bottle for drinks throughout the day. Please ensure only water is sent to school in these bottles.

Flapjack is available every day for 20p

P.E.

PE/Games are taught twice a week on Monday and Wednesday. Please ensure your child has their own full PE kit in school at all times and that all items are clearly labelled (royal blue shorts, blue t-shirt and trainers). Your child may require a jumper for PE/Games as some sessions may be outside. The kit should be left at school until the last day of each half term.

Could you also ensure that your child's jumper is named?

Outdoor learning

Outdoor Learning is on a Monday morning. For now, children should bring their forest school kit just for this day.

Homework

Homework for English, Maths and Spelling will be set on a **Friday**, and should be completed and returned to school before the following **Friday**. Your child's homework will be set on Google Classroom. There is a space for parents to comment if they wish.

It is important that all homework set is completed and back in school for the deadline. If not, this will delay the marking and feedback process.

Website

Our School website has lots of information about our school and activities/links for your child to access. This year, we are hoping to develop our class page to update you of various class specific information throughout the year.

Watch this space for updates...

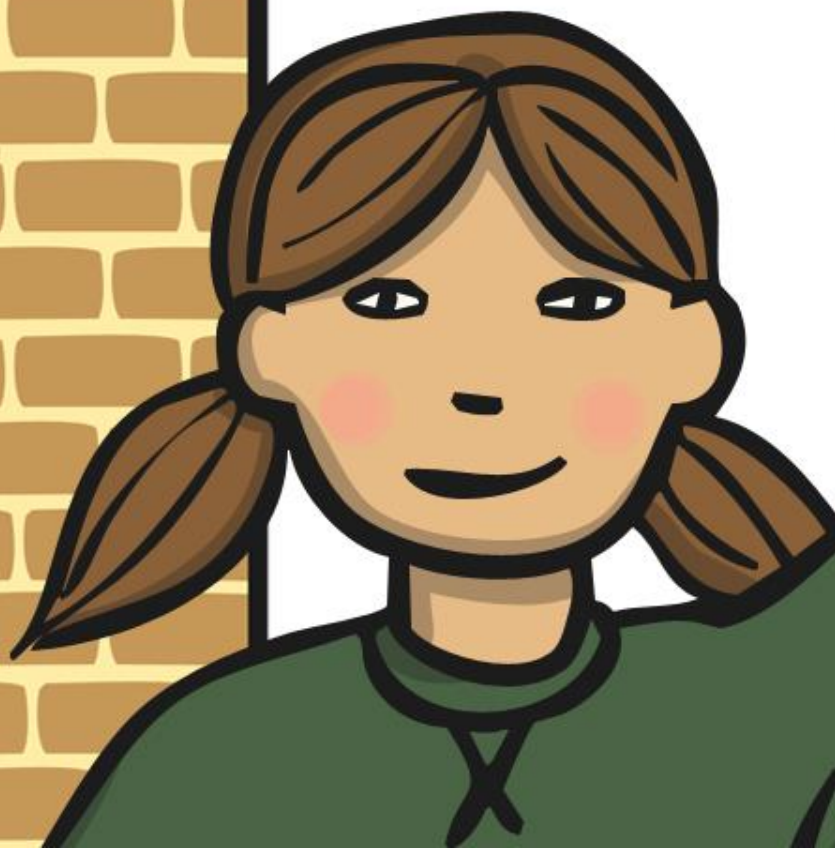
<https://www.silverdale.lancs.sch.uk/curriculum/year-r-3-4-2/>

Miss Sanderson – Bitterns Class Teacher
Telephone: 01524 701467

Email: head@silverdale.lancs.sch.uk
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Silverdale St John's
CoFE Primary School & Nursery
Learning, Community and Faith



Home School Learning

Homework set on a Friday. Spellings (Ed Shed), Maths (Mathletics) Grammar (sheet)



Homework Topaz Returned Tuesday

I have returned my homework

1 credit

I have returned and completed my homework

2 credits

I have returned my homework, completed it AND tried really hard.

3 credits

The screenshot shows a Google Classroom page for 'Topaz 2021'. The 'Classwork' tab is active, displaying a list of assignments. At the top, there are buttons for '+ Create', 'Meet', 'Google Calendar', and 'Class Drive folder'. The assignments list includes:

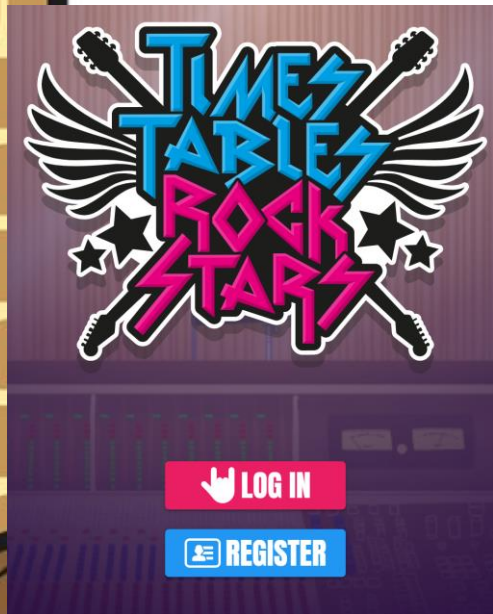
- All topics
- Homework WC 06.0...
- Spellings
- Homework WC 30.0...
- LOGINS
- Homework WC 06.09.21** (highlighted)
- 06.09.21 (Due 14 Sept)
- Mathletics (Due 14 Sept, 23:59)
- Mathletics (Due 14 Sept, 23:59)
- Mathletics (Due 14 Sept, 23:59)
- Spellings

All logins for all above platforms are on Google Classroom.



Home School Learning

Homework set on a Friday, to be returned by Tuesday.
Spellings (Ed Shed), Maths (Mathletics) Grammar (sheet)



All logins for all learning platforms are on Google Classroom.



WELCOME SARAH SANDERSON!

Sign in Mathletics

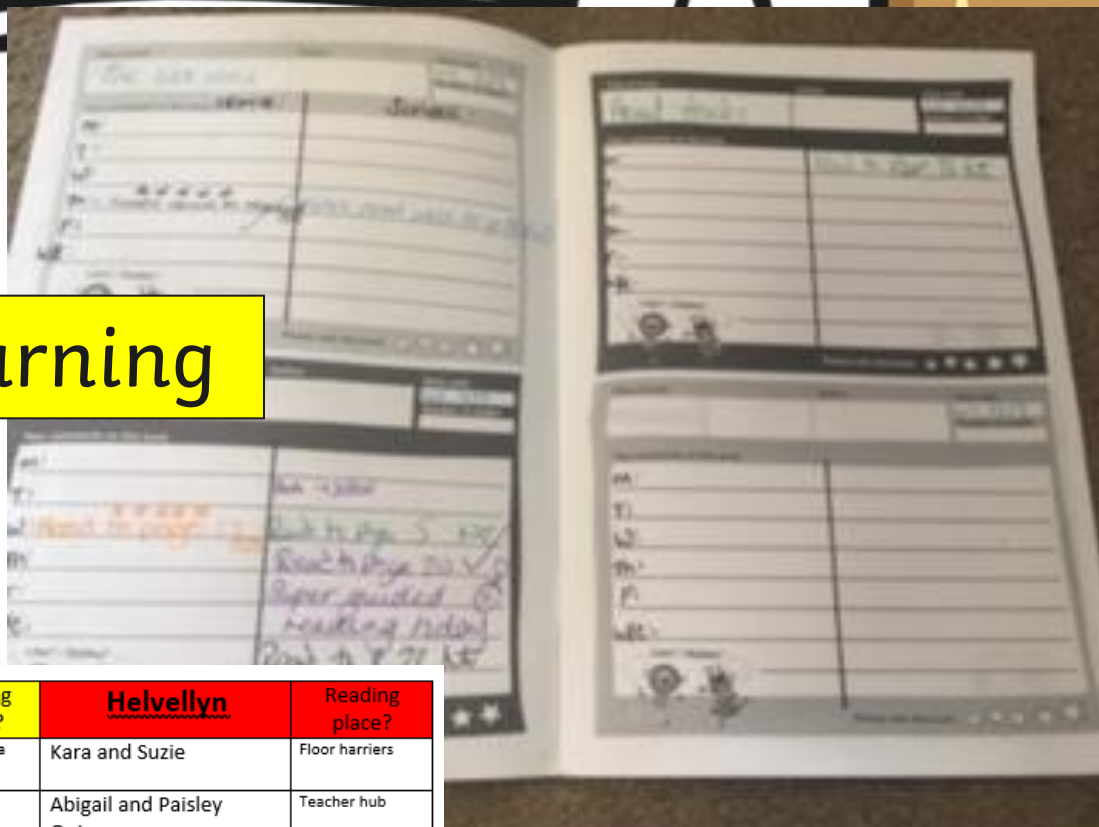
Username/email:

Password:

- I agree to the [terms and conditions](#) to enter
- Remember my username/e-mail for future logins on this device

Sign in

Home School Learning



	Scafell	Reading place?	Coniston	Reading place?	Helvellyn	Reading place?
1	Jude K and Scout	harriers	Connor and Roman	Reading area bittrens	Kara and Suzie	Floor harriers
2	Robin W and Marnie L	Phonics area starlings	Athena and Fiadh	Road mat curlws	Abigail and Paisley Quinn	Teacher hub
3	Olly and Marnie H	Carpet curlws	Flynn and Patrick	Carpet area curlws	Catherine and Torvi	Kitchen starlings
4	Audrey and Bertie	library	Oscar and Robin P Charlie L	Blue carpet curlws	Finley and Flynn M	Computer area
5	Reuben and Ollie	Yellow table starlings	Solomon and Jax	Worship area bittrens	Max and George	Coat hooks wet area
6	Thomas S and Teddy	ASC beanbags	Thomas P and Axel	Cloakroom harriers	Seb C and Alfie	Cloakroom curlws
7	Lewis C and Charlie C Molly C	Small world starlings	Poppie and Evie	Wooden chair	Baine and Sam	Reading area
8	Jaxson and Ezra and	Reading area curlws	Harry S and Caspian H	Blue wooden table	Sienna and Toby	Climbing frame hall
9	Seb B and Georgia	Cloakroom curlws radiator	Charlie Sc and Seb G	Mrs Forster's table bittrens	Harry M and Arlo	Writing area curlws
10					Henry and Adam	Starlings kitchen
11	19		19		21	

Homework goes home on Friday. Each child has their 'book changing' day. EVERY child will be listened to read at least once a week!

WELCOME



Any
questions?

