

Trimley St Martin Primary
School

Meet the Teacher

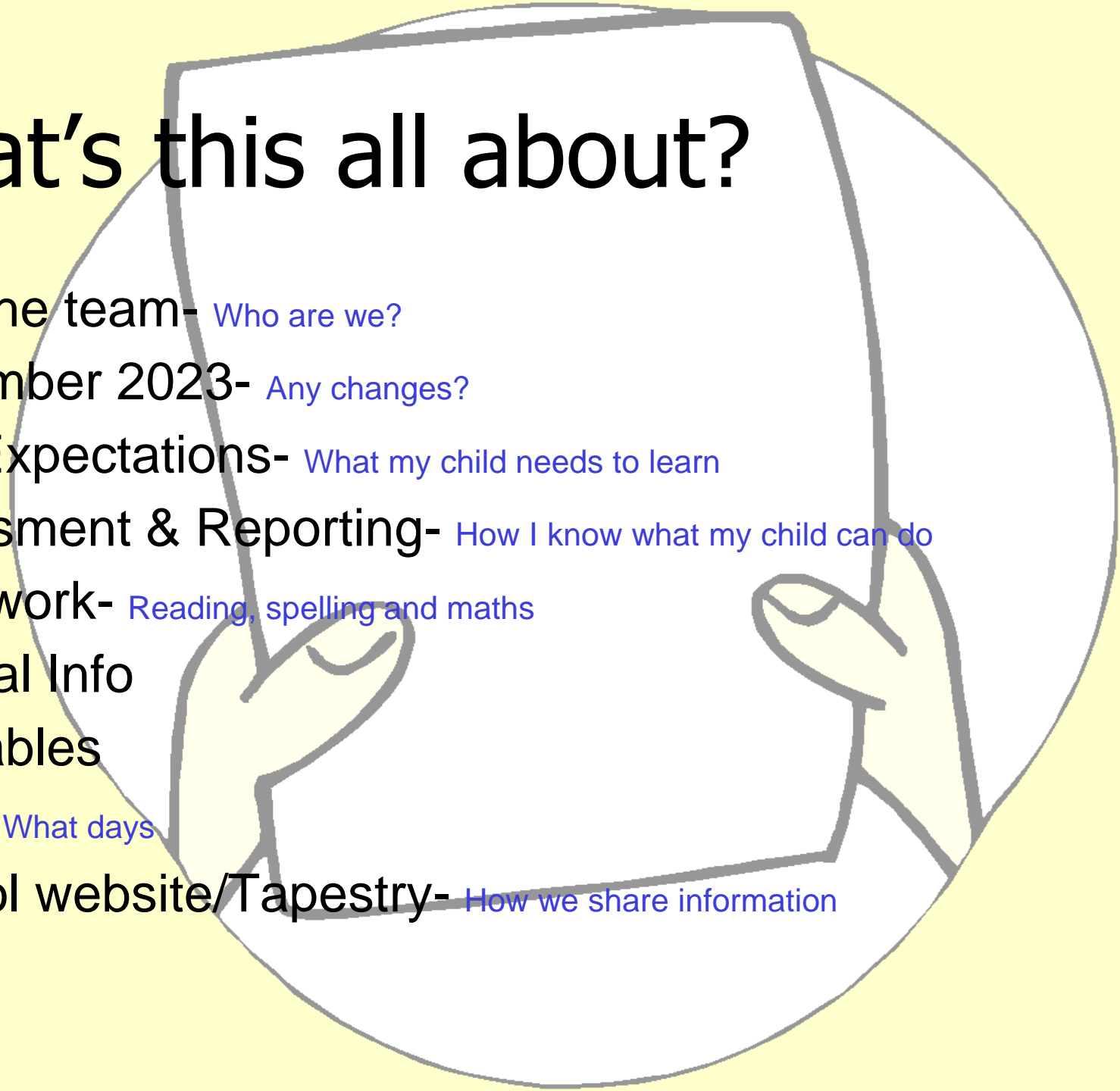
PRESENTATION



Class: Earhart Yr 1
2023 - 2024



What's this all about?

- ❑ Meet the team- *Who are we?*
 - ❑ September 2023- *Any changes?*
 - ❑ Year Expectations- *What my child needs to learn*
 - ❑ Assessment & Reporting- *How I know what my child can do*
 - ❑ Homework- *Reading, spelling and maths*
 - ❑ General Info
 - ❑ Timetables
 - ❑ P.E. — *What days*
 - ❑ School website/Tapestry- *How we share information*
- 

Year 1



Mrs.
Tubby



About me...

- ☐ I have been teaching for 8 years.
- ☐ I have taught in Early Years, Yr 2 and Yr 1
- ☐ I attended TSM as a pupil and used to live in Kirton but I now live in Ipswich with my husband
- ☐ I always aim to make my lessons fun and engaging for all.
- ☐ I have high expectations of both myself and the children in my care.
- ☐ I love celebrating children's success and achievements however big or small and sharing these with parents
- ☐ I absolutely love my job!!



Year 1 Team



Mrs. Turner



Miss Henson



Mr. Childs- PE
Teacher

Our Inclusion Team

Mrs. Lawrence
SEND Lead
DDSL



Mrs. Ross
SENDCO
DSL



Ms. Rowe
Learning Behaviour
Lead
DDSL



Mrs. Matthews
DDSL



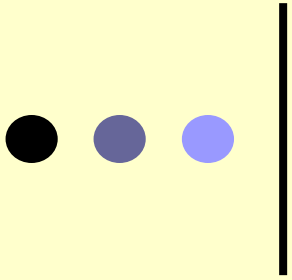
Mrs. Pelling
Intervention
Lead

DSL/DDSL- Designed Safeguarding Lead/Deputy DSL



Sept 23

- We warmly welcome 1 new teacher: Mrs Wray in Year 3
- Two new Teaching Assistants- Mrs Whitehouse-Giles and Miss Dixon
- Reading- KS1- We now have 20 copies of every Rhino Reader book for Key stage 1 linked to our phonics sessions in school
- Reading- KS2- We have invested in a new online reading tool full of quizzes that ensures children are reading books that they can both enjoy and be challenged- no more Boomreader!
- Maths- We are part of a Maths Hub providing whole school training to support the improvement of fluency in mathematical skills
- Knowledge Organisers- Each term we will be sending out a Knowledge Organiser. These will contain information on the topics/subjects being taught, including some of the new vocabulary to be learnt and links to helpful websites and even some activities you can do at home to support your child's learning



Through the year

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End of Year Expectations



Year 1 Maths Expectations

Band 1 - Maths Number and Place Value

- ☐ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
I can count to and past 100, forwards and backwards starting from any number.
- ☐ Count and read numbers to 100 in numerals.
I can count and read numbers to 100 in numerals.
- ☐ Count and write numbers to 100 in numerals.
I can count and write numbers to 100 in numerals.
- ☐ Count in multiples of twos, fives and tens from 0.
I can count in jumps of 2, 5 and 10.
- ☐ Identify one more and one less of a given number.
I can identify one more and one less, given a starting number.
- ☐ Identify and represent numbers using objects and pictorial representations including the number line, and use the language: equal to, more than, less than (fewer), most, least.
I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least.
- ☐ Read and write numbers from 1 to 20 in numerals.
I can read and write numbers from 1 to 20 in numbers.
- ☐ Read and write numbers from 1 to 20 in words.
I can read and write numbers from 1 to 20 in words.
- ☐ Count in twos, fives and tens to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives.
I can count in twos, fives and tens to solve problems.
- ☐ Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones.
I can partition and combine numbers using apparatus if I need it.

Band 1 - Maths Addition and Subtraction

- ☐ Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
I can read and understand number statements using +, - and =.
- ☐ Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
I can write number statements using +, - and =.
- ☐ Demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$).
I can change calculations to give the same answers, for example $3 + 2 = 5$ so $2 + 3 = 5$.
- ☐ Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$).
I can show that addition is the opposite of subtraction, for example if $3 + 2 = 5$, then $5 - 2 = 3$.
- ☐ Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$).
I can remember most of the number bonds for 10 and link the connected facts.
- ☐ Represent and use number bonds within 20.
I can use number bonds up to 20.
- ☐ Represent and use subtraction facts within 20.
I can use subtraction facts up to 20.
- ☐ Add one-digit and two-digit numbers to 20, including zero.
I can add one digit and two digit numbers to 20.
- ☐ Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.
I can answer problems that use addition and subtraction, including missing number problems, using objects and pictures.
- ☐ Subtract one-digit and two-digit numbers to 20, including zero.
I can subtract one digit and two digit numbers to 20.



Knowledge Organisers



Year 1: Knowledge Organiser: Autumn Term: Toys from the Past



Science: Who am I? (Autumn 1)

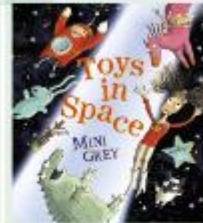
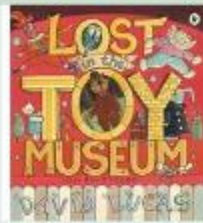
Key Skills/knowledge:

- ✓ be able to observe things using simple equipment
- ✓ be able to gather and record data to help answer questions

Key Vocabulary:

- Backbone
- Ear lobe
- Elbow
- Eye socket
- Hips
- Joints
- Insect
- Ribs
- Thigh
- Tongue
- Vertebrate

Key Books this term:



Try at home and add to Seesaw

Quick teaser – What do you think these toys are?



Let's think like scientists

(Which part of the body is this?)



Clap – we listen with these!

Paired Reading: Various Phonics stage books

Key Skills/knowledge:

- ✓ make predictions about a text
- ✓ join in discussions about a text, take turns and listen to what others say
- ✓ predict what might happen on the basis of what has been read so far
- ✓ discuss the significance of titles and events



Can you find out what toys your Parents or Grandparents used to play with?

History: My Family – Has Childhood always been the same?

Key Skills/knowledge:

- ✓ develop an awareness of the past
- ✓ know where people and the events they study fit within a chronological framework
- ✓ identify key similarities and differences between ways of life in different periods

Key Vocabulary:

Oral history, same, 20th century, 21st century, 1950s, 1960s, grandparent, growing up, year

Geography: Our Local Area – What is it like where we live?

Key Skills/knowledge:

- ✓ identify the significant features (landmarks) of their local area and consider viewpoints in relation to this
- ✓ compare journeys and landscapes and understand near/far, often/rarely
- ✓ learn about maps, map-making and symbols

Key Vocabulary: local, near, far, map, country, rural, city, high street, river, pond, park, playground, school, journey, walk, bus, hospital, train station, supermarket.

Can you recognise these places from our local area?



PSHE/RSE:

Jigsaw: Being Me in My World (Autumn 1)

(Who am I and how do I fit?)

Key Vocabulary: safe, special, calm, belonging, special, rights, responsibilities, rewards, proud, consequences, upset, disappointed

Jigsaw: Celebrating Difference (Autumn 2)

Respect for similarity and difference. Anti-bullying and being unique

Key Vocabulary: similarity, same as, difference, bullying, deliberate, on purpose, unfair, included, celebration, special, unique

Computing: Computing systems and networks – Technology around us.

Key Skills/knowledge:

- ✓ can explain technology as something that helps us
- ✓ can locate examples of technology in the classroom.
- ✓ can name the main parts of a computer
- ✓ can use a mouse to click and drag
- ✓ can save my work to a file
- ✓ can identify rules to keep us safe and healthy when we are using technology in and beyond the home.

Key Vocabulary: keyboard, computer, mouse, screen, click, drag, open, file, save, safe, internet, picture, technology.

Physical Education: Games and Dance

Key Skills/knowledge:

- ✓ playing outdoor/indoor games within a team
- ✓ understanding roles and how to work as part of a team
- ✓ move the body in different ways to a number of rhythms

Religious Education: Judaism – Good deeds

(Why is learning to do good deeds so important to Jewish people?)

Key Skills/knowledge:

- ✓ talk about something good someone did for me
- ✓ talk about something that might be a mitzvah or good deed for Jewish people
- ✓ talk about how Jewish people might perform the mitzvah of welcoming a baby girl in their synagogue
- ✓ say what the words in a song/picture about Tikkun Olam are about for Jewish people

Key Vocabulary: good deed, helping, perform, Tikkun Olam, faith, belief

Music: Hey You! – Old School Hip-Hop

Key Skills/knowledge:

- ✓ Find the pulse when listening to music
- ✓ Clap to a rhythm
- ✓ Make up own rhythms
- ✓ Rap and sing in groups

Key Vocabulary: pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform

Listen to and sing along to 'Fresh Prince of Bel-Air' by JAY-Z

<https://www.youtube.com/watch?v=InCaRmx3Dnw>

English: Reading/Phonics: Phase 5

(We will be continuing to use the same Phonics program which the children are familiar with (Twinkl) along with the 'Song of Sounds'. This term we will be starting on Phase 5. Here are just some of the graphemes that we will be looking at:

'ay' saying /ai/
'oy' saying /oi/
'ie' saying /igh/
'ea' saying /ee/
'a-e' saying /ai/
'e-e' saying /ie/

Some of our common exception words:
could, should, said, so
want, would, have, like
oh, their, come, some,
Mr, Mrs, were, there
love, your, little, one

Sing our Phonics song 'Song of sounds'

<https://www.youtube.com/watch?v=6UQHd8MLk-M>

Mathematics: Number and Place Value

Previous Reception Experiences: Recapping some areas covered in Reception to support early maths ready to progress into Year 1

Counting within 100: Children will learn to count within 100 in different ways



1 How many teddy bears are there?



How did you count them?

Comparison of Quantities: Exploring the relationships between numbers and comparing amounts using language such as more than/less than/same as

Part-whole Relationships: Introducing the concept of partitioning and begin to use the part-part-whole method



<https://www.topmarks.co.uk/maths-games/5-7-years/counting>

Can an adult help you print out or draw a 100 square? (Which numbers do you recognise? Can you say them out loud? Can you count forwards and backwards from a number?)



Can you experiment using thick and thin brush strokes with a paintbrush? Maybe you could try with different sized paintbrushes.

Art: Painting

(We will be using different painting techniques, such as thick and thin strokes with a paintbrush and understand and respond to the work of different artists.

Outcome: (We will be using our experience of tools and media to produce an imaginative image.

Key Vocabulary: paintbrush, paint, thick, thin, strokes, technique, respond, artist, artist rag, imagination

Design Technology: Freestanding

Structures – Playground Equipment

(We will be researching and investigating existing playground equipment and designing our own

Outcome: (We will be making our own models of playground equipment

Key Vocabulary: safe, strong, stable, design, soft landing, colour, metal, wood, fun, climb, frame

English Writing

Writing sentences in full (within different contexts)

Improving our writing:

- ✓ Using capital letters
- ✓ Using finger spaces
- ✓ Using full stops
- ✓ Beginning to including wow words (adjectives)



Can you have a go at writing some sentences using capital letters, finger spaces and full stops?



ABC



SPaG: Using and understanding the terminology-

- Adjective – a word that describes a noun, or noun phrase for example, red, sweet
- Noun – a word that represents a person, thing, concept, or place
- Verb – a word used to describe an action, state, or occurrence



Assessment at TSM

The expectation is that every child is secure for their year group.

Class teachers will initially look at the previous years expectations and address early on any missed learning.



TSM Assessment Criteria

| Year Group | Beginning | Beginning + | Working within | Working within + | Secure | Secure + |
|------------|-----------|-------------|----------------|------------------|--------|----------|
| Year 1 | 1b | 1b+ | 1w | 1w+ | 1s | 1s+ |
| Year 2 | 2b | 2b+ | 2w | 2w+ | 2s | 2s+ |
| Year 3 | 3b | 3b+ | 3w | 3w+ | 3s | 3s+ |
| Year 4 | 4b | 4b+ | 4w | 4w+ | 4s | 4s+ |
| Year 5 | 5b | 5b+ | 5w | 5w+ | 5s | 5s+ |
| Year 6 | 6b | 6b+ | 6w | 6w+ | 6s | 6s+ |

Target Tracker



Target Tracker

File Home EYFS Reports Steps Reports Charts Other Reports Levels Reports Admin Statement Assessment Filters Pupil Groups Pupil Filters Help

Reading Pupils Previous Pupil Next Pupil I Can... Statements Interim Framework Statements Statement Groups Search Options

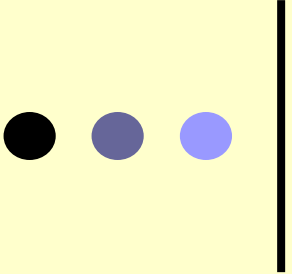
| Band 1 (23 statements) | Band 2 (24 statements) | Band 3 (16 statements) | Band 4 (17 statements) |
|--|--|--|---|
| Reading I can use the letter sounds to work out and read new words | Word Reading I can use the sounds I know to decode words automatically and my reading is fluent | Word Reading I can use my knowledge of root words, prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words | Word Reading I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words |
| Reading I can quickly identify the sound of all the letters and letter groups | Word Reading I can read and blend all sounds I have been taught | Word Reading I can read further exception words including words that do not follow spelling patterns | Word Reading I can read and decode further exception words accurately including words that do not follow spelling patterns |
| Reading I can read new words correctly by blending the letter and group sounds I have been taught | Word Reading I can recognise alternative sounds for letters or groups of letters | Comprehension I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work | Comprehension I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks |
| Reading I can read many common exception words | Word Reading I can read words of two or more syllables that contain sounds I have been taught | Comprehension I can show that I enjoy reading by reading lots of different types of books | Comprehension I can show that I enjoy reading by reading lots of different types of books and for different reasons |
| Reading I can read words made up of the letter sounds I know and have endings -s, -es, -in, -ed, and -est | Word Reading I can read words containing common suffixes | Comprehension I can read a wide range of books including fairy stories, myths and legends and retell some of them to others | Comprehension I can use a dictionary to check the meaning of words |
| Reading I can read words of more than one syllable using sounds I have been taught | Word Reading I can read further common exception words and see where the sounds do not match | Comprehension I can tell you what a book that I am reading is about | Comprehension I can read a wide range of books, fairy stories, myths and legends and retell some of them to others |
| Reading | Word Reading | Comprehension | Comprehension |

| | | | | | | | | | |
|---|-----|-----|---|-------------|-----|-----|-----|---|-------------|
| 6s | 6s | 6s+ | N | 02-Jan-2007 | 6s | 6s | 6s | N | 11-Sep-2006 |
| 6s | 6s | 6w | N | 18-May-2007 | 6s | 6s | 6s+ | N | 02-Jan-2007 |
| 6s+ | 6s | 6s | N | 15-Sep-2006 | 6s | 6s | 6w | N | 18-May-2007 |
| 6s | 6s | 6w+ | N | 30-Apr-2007 | 6s+ | 6s | 6s | N | 15-Sep-2006 |
| 6s+ | 6s+ | 6s+ | N | 16-Mar-2007 | 6s | 6s | 6w+ | N | 30-Apr-2007 |
| 6s+ | 6s | 6s | N | 24-Jun-2007 | 6s+ | 6s+ | 6s+ | N | 16-Mar-2007 |
| 6w+ | 6w+ | 6s | K | 15-Feb-2007 | 6s+ | 6s | 6s | N | 24-Jun-2007 |
| 6s+ | 6s | 6s+ | N | 03-Jun-2007 | 6w+ | 6w+ | 6s | K | 15-Feb-2007 |
| 6s+ | 6s+ | 6s+ | N | 10-Jun-2007 | 6s+ | 6s | 6s+ | N | 03-Jun-2007 |
| 6s | 6s | 6s | K | 06-Apr-2007 | 6s+ | 6s+ | 6s+ | N | 10-Jun-2007 |
| 6w+ | 6w | 6s | K | 30-Mar-2007 | 6s | 6s | 6s | K | 06-Apr-2007 |
| 6s+ | 6s+ | 6s+ | N | 02-Oct-2006 | 6w+ | 6w | 6s | K | 30-Mar-2007 |
| 6s+ | 6s+ | 6s+ | N | 17-Dec-2006 | 6s+ | 6s+ | 6s+ | N | 02-Oct-2006 |
| 6s | 6s | 6s | N | 30-May-2007 | 6s+ | 6s+ | 6s+ | N | 17-Dec-2006 |
| 6s+ | 6s+ | 6s+ | N | 25-Jan-2007 | 6s | 6s | 6s | N | 30-May-2007 |
| 6w+ | 6w+ | 6w+ | K | 27-Dec-2006 | 6s+ | 6s+ | 6s+ | N | 25-Jan-2007 |
| 6w+ | 6w | 6w | K | 08-Aug-2007 | 6w+ | 6w+ | 6w+ | K | 27-Dec-2006 |
| 6s+ | 6s+ | 6s | N | 12-Nov-2006 | 6w+ | 6w | 6w | K | 08-Aug-2007 |
| | | | | | 6s+ | 6s+ | 6s | N | 12-Nov-2006 |
| Samantha Ross (Admin) Current Term: Summer 2 Pupil Sele | | | | | 6s | 6s | 6s+ | N | 03-Jul-2007 |
| | | | | | 6s+ | 6s+ | 6s+ | N | 26-May-2007 |
| | | | | | 6w+ | 6w+ | 6w+ | K | 17-Jul-2007 |

Target Tracker will be used to assess where children are at each half term and allows teachers and Mrs Ross to see where children have gaps and these can then be addressed in class

| | | |
|------------------------------------|---------------------------------------|---|
| No Assessment Data or comparison | Working below age related expectation | At risk of working below age related expectation |
| Working at age related expectation | Working above age related expectation | Working significantly above age related expectation |
| Autumn | Spring | Summer |

Date of entry is this academic year: *



How well is my child doing?

- ❑ Parents Evening OCTOBER
- ❑ Parents Evening FEBRUARY
- ❑ School Reports JULY

Progress towards National Expectations grid - [Reports](#)

- January
- April
- July

Termly Reporting



Trimley St Martin Primary School
Termly Pupil Monitoring Learning Report 2017/18

Date:

| | | | |
|-------|-------------|--------|----------|
| Name: | Year Group: | Class: | Teacher: |
|-------|-------------|--------|----------|

| Subject: | Beginning of the academic Year: | Current performance: | End of Year target: |
|----------|---------------------------------|----------------------|---------------------|
| Reading | | | |
| Writing | | | |
| Maths | | | |

| Learning Goals | At risk | Exceeding |
|----------------|---------|-----------|
| Reading Autumn | | |
| Reading Spring | | |
| Reading Summer | | |
| Writing Autumn | | |
| Writing Spring | | |
| Writing Summer | | |
| Maths Autumn | | |
| Maths Spring | | |
| Maths Summer | | |

How are we going to achieve it?

Trimley St Martin Primary School Behaviour for Learning Record
2017/2018

| | | |
|---------------------|------------------|---------------------------|
| What can school do? | What can you do? | What can your parents do? |
| | | |


- We want children and parents to know actually what they have achieved
- We want children and parents to know what they need to work on next
- We want parents to work with the school to ensure progress

From parent feedback our termly report has been updated

End of Year Report

How this report works

- This end of year report shares your child's attainment
- This report shows if the progress targets for reading, writing & maths set at the beginning of the year were achieved
- This reports shows if your child has achieved the Years Expectation in all subjects



Trimley St Martin Primary School

Oliver Road
Trimley
Suffolk IP12 0EG
Tel: 01328 865122
Headteacher: Mrs J. Jones

Annual School Report

Name: _____ Year Group: _____ Class: _____ Teacher: _____

Actual Attendance: % _____ Unauthorised Absences: _____
From 21 September 2022 - 20th July 2023

Teacher's comments:

Headteacher's Comments:

Signed- Headteacher: _____

Signed- Class Teacher: _____

National Expectations for Attainment for each year group

| Year group | Reading | Writing | Maths | Science | History | Geography | Art & Design | Music | Physical Education | Religious Education | PSHE/RSE | French | Latin |
|------------|---------|---------|-------|---------|---------|-----------|--------------|-------|--------------------|---------------------|----------|--------|-------|
| Year 1 | 2a | 2a | 2a | 2a | 2a | 2a | 2a | 2a | 2a | 2a | 2a | 2a | 2a |
| Year 2 | 2b | 2b | 2b | 2b | 2b | 2b | 2b | 2b | 2b | 2b | 2b | 2b | 2b |
| Year 3 | 3a | 3a | 3a | 3a | 3a | 3a | 3a | 3a | 3a | 3a | 3a | 3a | 3a |
| Year 4 | 4a | 4a | 4a | 4a | 4a | 4a | 4a | 4a | 4a | 4a | 4a | 4a | 4a |
| Year 5 | 5a | 5a | 5a | 5a | 5a | 5a | 5a | 5a | 5a | 5a | 5a | 5a | 5a |
| Year 6 | 6a | 6a | 6a | 6a | 6a | 6a | 6a | 6a | 6a | 6a | 6a | 6a | 6a |

Your child's attainment this year in Reading, Writing and Maths

| Subject | Beginning of the academic year | End of Year Target | End of Year Result |
|---------|--------------------------------|--------------------|--------------------|
| Reading | | | |
| Writing | | | |
| Maths | | | |

Your child's progress this year in Reading, Writing and Maths

| Learning Goals | Exceeded (7+ points progress) | Met (5-6 points progress) | Good (3-4 points progress) | Acceptable (1-2 points progress) | Not met (0 points progress) |
|----------------|-------------------------------|---------------------------|----------------------------|----------------------------------|-----------------------------|
| Reading | | | | | |
| Writing | | | | | |
| Mathematics | | | | | |

Multiplication Test Results

| Results | Score |
|-----------|-------|
| MTS Score | 25 |

Preparation for Learning

| | Attendance | Behaviour | Effort | Homework |
|------------------------------|---|---|--|--|
| Exceeded | Attendance is 100% or higher. Always in school on time and ready to start to learn at then. | A role model for other pupils due to their excellent behaviour both in class and around the school. | Works hard and always goes beyond expectations in all lessons. | Always, without exception, reads 5 times or more a week, completes homework/ challenges and any other homework sent home every week. |
| Good | Attendance is 90% or more. | Generally good behaviour in class and around the school. | Works hard and always goes beyond expectations in all lessons. | Always, without exception, reads 5 times or more a week, completes homework/ challenges and any other homework sent home every week. |
| Needs for improvement | Attendance falls below 90% or is occasionally late to school. | On occasion misses learning opportunities due to lack of focus or poor behaviour. | Effort is sometimes good, but not always consistently applied. | Occasionally misses elements of the weekly homework. |
| Needs for concern | Attendance is below 90% or frequently late to school. | Incidents of poor behaviour cause disruption for other pupils. | Shows a poor attitude to lessons. | Rarely completes reading or/and weekly homework set. |

Your child's attainment in other subjects:

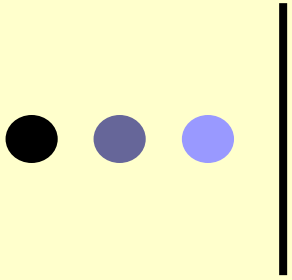
| Learning Goals | Exceeded (7+ points progress) | Met (5-6 points progress) | Good (3-4 points progress) | Acceptable (1-2 points progress) | Not met (0 points progress) |
|---------------------|-------------------------------|---------------------------|----------------------------|----------------------------------|-----------------------------|
| Science | | | | | |
| Computing | | | | | |
| History | | | | | |
| Geography | | | | | |
| Design & Technology | | | | | |
| Art and Design | | | | | |
| Music | | | | | |
| Physical Education | | | | | |
| Religious Education | | | | | |
| PSHE/RSE | | | | | |
| French (KS2) | | | | | |

Your child's targets:

Reading: _____

Writing: _____

Maths: _____



Homework

.....

HOMework

- Reading 5x per week



- Maths homework

CGP book

Numbots - 3 times per week

Handed in to school >> Thursday

Work marked and sent home >> Friday

- Phonics homework

Twinkl sheet

Mini Reading Book

Handed in to school >> Thursday

Work marked and sent home >> Friday



(1) Reading 5x a week

- KS1- Could you add a comment in the Reading Record Book when finishing a book and need a new one

New for September- Paired Reading



- Each week children will be reading a reading book with a partner. This will practice fluency, decoding and being able to read aloud to a friend.
- Children will bring this book home with them on Friday for them to show off their skills to you from the week.
- During the week we will have a selection of levelled books that children can select from and change as many times as they would like!

(2) Maths HW



- ❑ Should be fun and not stressful !
- ❑ Remember short bursts are the best 😊
- ❑ Chance to develop number and arithmetic skills
- ❑ Let us know if need adapting
- ❑ Weekly leadership board
- ❑ Letters sent home by Mrs MacFarlane if not completed.

● ● ● | Maths (3) –

Numbots for Key Stage 1: For pupils to use efficient mental calculation strategies to add and subtract two-digit numbers, so that they can leave counting on their fingers behind!

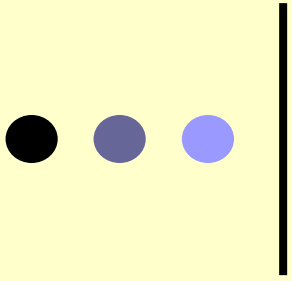
TT Rockstars for Key Stage 2: Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice.



Both the Numbots and TT Rockstars App can also be downloaded on all phones, tablets, laptops and computers.....Each child will be given a username and password

An interactive way to learn and practise times-tables, number bonds, powers of ten and more. Plus a cool way to build your own super characters!

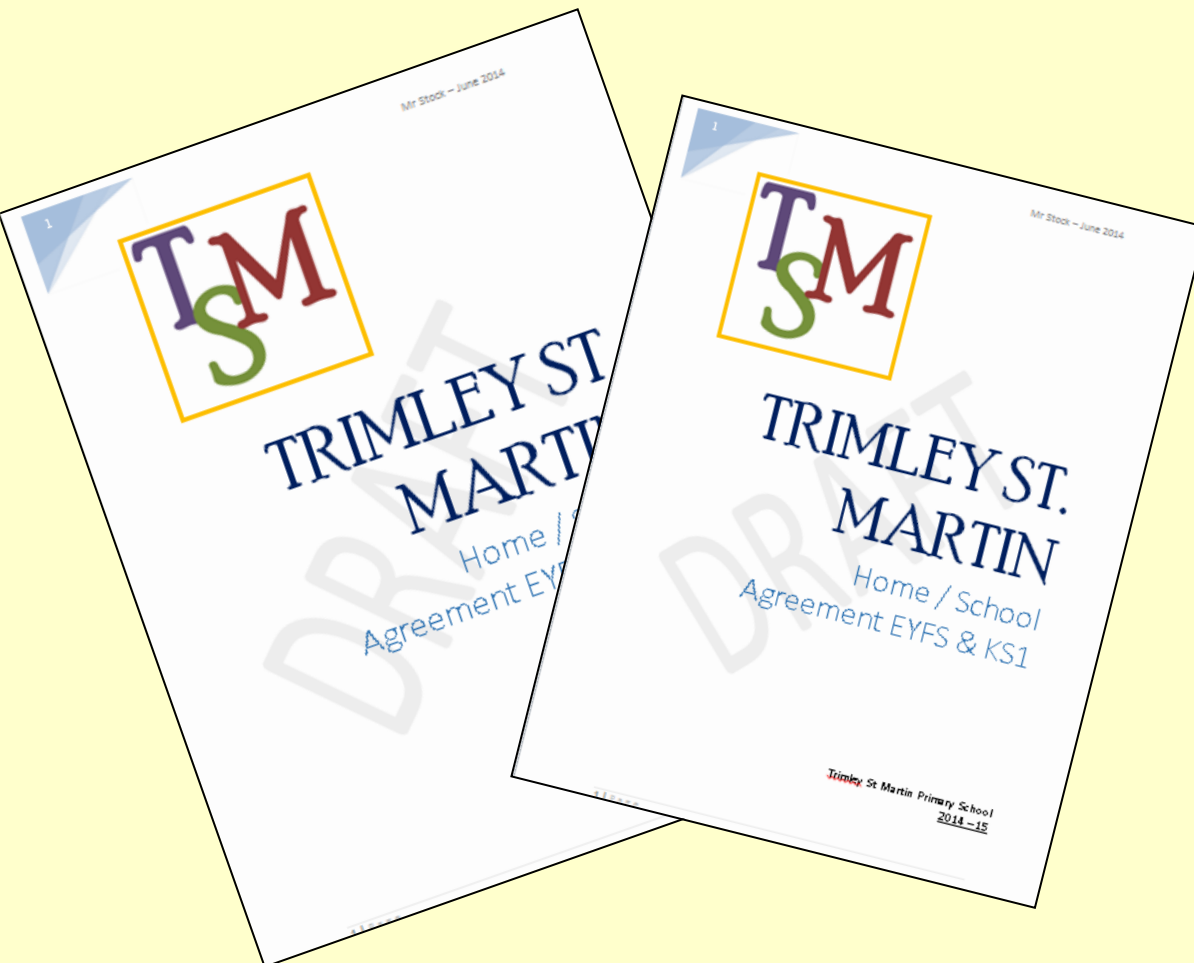




House Keeping

.....

Home School Agreement & Digital Technology Forms



Pupil Use of Digital Technology Agreement (KS2)

School

Digital technologies have become important parts of all of our lives. They help us by stimulating discussion, helping us to be creative and to put some of our learning within the real world outside of Trimley St Martin Primary School. Because of this it is important that you have safe internet access at all times.

This agreement is to make sure that:

- you will be responsible and stay safe while using the internet and other digital technologies for educational, personal use and whilst you are playing.
- school systems and other users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

The school will try to make sure that you will have good access to digital technologies to support you in your learning and will, in return, expect you to agree to be responsible users.

Pupil

I understand that I must be responsible when I am using school computing systems, so that there is no risk to my safety or to the safety and security of the computing systems and other users.

For my own personal safety:

- I understand that the school will monitor my use of school equipment.
- I will keep school usernames and passwords safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will be aware of "stranger danger", when I am communicating on-line.
- I will not give any personal information about myself or others when on-line (this includes names, addresses, email addresses, telephone numbers, age, what school I go to, etc)
- I will not arrange to meet people that I have only met on-line.
- If I see any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line I will minimise it on screen and immediately tell an adult.

I understand that everyone has equal rights to use technology and:

- I understand that the school systems and devices are there for educational use and that I will not use them for personal use or to play on unless I have permission.
- I will not try (unless I have permission) to make large downloads which may slow down the computers for others.
- I will not use the school systems or devices for playing games online, on-line gambling, internet shopping, file sharing, or video broadcasting (eg YouTube), unless I have permission of a member of staff to do so.

I will act as I expect others to act toward me:

- I will respect others' work and property and will not open, copy, remove or change anyone else's files, unless they know about it and have given their permission.

Pick Up Arrangements and Yearly Consent Forms

Have you returned yours to the office ?

TM Pick Up Arrangements 2020-2021

| | |
|--------|--|
| Child: | |
| Class: | |

| | |
|--|--------------------------------|
| Year 5 & 6 only – | |
| My child is allowed to go home by themselves... | |
| Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Please note - if you tick this box, you are accepting that once your child has left the school site, the school is no longer responsible for your child. | |
| My child is allowed to cycle home by themselves | |
| Yes <input type="checkbox"/> | No <input type="checkbox"/> |

| Who is allowed* to pick up your child? | |
|---|-----------------------|
| *Please note - Parents are automatically allowed to pick up a child from school as they have, what is known, as P.R. - Parental Responsibility. Please name them. Include step parents' names also as well as child-minders or Grandparents etc. Basically, we need to know who you are allowing us to release your child to. | |
| Name | Relationship to child |
| 1 | Parent |
| 2 | Parent |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| Who is <u>not</u> allowed* to pick up your child? | |
| *Please note - Only complete this section if you have a court order which prevents a particular person from picking up your child. The school will need to see a copy of this. | |
| 1 | |
| 2 | |

If your child attends after school clubs on regular days each week, please indicate these below...

| | | | | | |
|---|---|---|---|----|---|
| After School club (regular night) Please tick ✓ | M | T | W | Th | F |
|---|---|---|---|----|---|



Kirton Road, Trimley St Martin, Felixstowe, Suffolk IP11 0QL
Headteacher: Mrs Samantha Ross
E-Mail: ad.trimlevstmartin.p@talk21.com
www.trimlevstmartinprimaryschool.com
Telephone: 01394 448313 Facsimile: 01394 448422

YEARLY CONSENT FORM 2020-2021

Pupil Name: Year Group:

Please sign and date the form below to give permission for your child to do the following:

- ☐ Go on school trips off school premises which are in walking distance e.g. Kirton Church, The Rec, The Farm Shop, and Trimley St Martin.
- ☐ Watch U or PG films.
- ☐ Take part in cooking and tasting activities and in class treats or parties, recognising that it is my responsibility to inform the school in writing of any changes in food allergies.
- ☐ For your child to be administered with Calpol, Nurofen or Piriton (if required), if the schools unable to contact a parent or carer on the contact sheet, a text message to say when it was given will be sent out to you.
- ☐ For the school to make referrals for Early Help and outside agencies to support my child's learning (for example, School Nurse, Speech & Language, Dyslexia Outreach and Educational Psychologist)

For data protection and safeguarding purposes the following information must be kept up to date via the school office.

- Photos taken to be displayed in school.
- Photos taken to be displayed in public e.g. websites and newspapers.
- Medical conditions.
- Parents and Carers contact details.
- Home School Agreement.
- E-Safety Forms.

Parents/Carers Comments:

| |
|--|
| |
| |

In conjunction with the GRPR regulations (Data Protection Act) you are entitled to withdraw consent in writing at any time (unless required in Law).

Parent/Carer Signature: Date:

Uniform

- Our uniform code has been updated:

- Children to wear P.E. kit to school on their PE days:
white or royal blue top, royal blue shorts, charcoal grey/black joggers and royal blue jumper/hoodie. This has been updated by our Ambassadors with no track suits allowed.

- Watches and stud earrings allowed only.
- New KS1 Book Bags





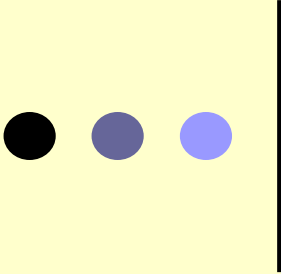
Attendance & Holidays

- If a holiday request is unauthorised it is an **instant** fine
- All schools in the Felixstowe cluster are following the same process
- Felixstowe School may be different as it is an **academy**.



Getting to speak to Teachers

- ❑ After school is best
- ❑ Messages can be sent to teachers via Seesaw and the contact form on the class blog.
- ❑ Telephone appointments can be made through the school office.



Who do I speak to about...?

BULLYING

1st >> **Class Teacher**

2nd >> Senior Leader (Mrs. Matthews, Mrs. MacFarlane)

3rd >> Mrs. Ross

SEND

1st >> **Class Teacher**

2nd >> Mrs. Lawrence

3rd >> Mrs. Ross



Who do I speak to about...?

CHILD'S LEARNING & PROGRESS

1st >> Class Teacher

2nd >> Senior Leader (Mrs Matthews, Mrs MacFarlane)

3rd >> Mrs Ross

CHILD PROTECTION

**1st >> Mrs Ross, Mrs Matthews, Mrs Lawrence
or Ms Rowe**

2nd >> Mrs Mann (Governor) or Mrs Painter (Chair of Governors)



Child Protection

- Report all child protection concerns to an adult
>> preferably those listed on the following page.
- However **small** the information may be, we may already have other information about the child.

Safeguarding children is everybody's business!

Designated Safeguarding Lead (DSL)

Mrs Samantha Ross

Head teacher

It is your DUTY to report any concerns that you have about a child or an adult.

Deputy Designated Safeguarding Leads (DDSL)

Mrs Joanna Matthews

Assistant Headteacher

Mrs Julie Lawrence

SEND Admin

Ms Christine Rowe

Learning Behaviour and Pastoral Care

Lead

Governors Responsible for Safeguarding

Mrs Lucy Ainsley

Chair of Governors

Mrs Alicia Mann

Safeguarding Governor

Safeguarding children is everybody's business!

With the introduction of the newly updated “Keeping Children Safe in Education 2021”, we are rewriting our Safeguarding and Child Protection Policies.

All documents can be found on the school website.....



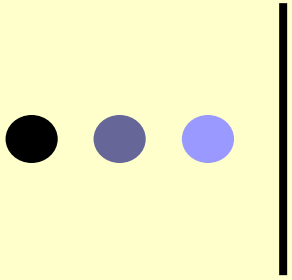
Keeping children safe in education

Statutory guidance for schools and colleges

FOR INFORMATION ONLY

REVISED GUIDANCE WILL COMMENCE: 3 September 2018






















A screenshot of the Trimley St Martin Primary School website. The browser address bar shows the URL 'https://www.trimleystmartinprimaryschool.com/policies--safeguarding.html'. The page has a blue header with the school's name and a search bar. Below the header is a navigation menu with links: HOME, INFORMATION, CHILDREN, SCHOOL COMMUNITY, CONTACT FORM, ABOUT US, and MORE... The main content area is titled 'TRIMLEY ST MARTIN POLICIES & SAFEGUARDING INFORMATION' and features a green document icon. It is divided into two columns. The left column is titled 'BEHAVIOUR POLICY' and contains text about the school's statutory responsibility and its Behaviour Principles. The right column is titled 'STATUTORY POLICIES' and lists several policies with download links: SEN Policy, Teaching and Learning Policy, Complaints Procedure, Disciplinary Policy, Equalities Policy-2017-2018, and Accessibility Access Policy-2018-2019. Each policy is accompanied by a red document icon.



Year 1 - Earhart



Timetable

| 8:45-9:10 | 9:10 – 10:00 | 10:00-10:30 | 10:30 | 10:45-11:30 | 11:30 – 11:55 | 12-1 | 1-1:30 | 1:30-2:00 | 2:00-3:00 | 3 –3:30 |
|-------------------------|---|--|----------|--|----------------|-------|--|---|---|----------------|
| M Morning Activities |  | Maths  | Playtime | English  | Paired Reading | Lunch | Whole School Assembly Mrs. Ross | Science  | Continuous Provision (Interventions/Rainbow Challenges) | Story time |
| 8:45-9:10 | 9:10 – 10:00 | 10:00-10:30 | | 10:45-11:30 | 11:30 – 11:55 | | 1-1:30 | 1:30-2:15 | 2:15-3 | 3 –3:30 |
| T Morning Activities |  | Maths  | | English  | Paired Reading | | RE  | History/ Geography  | Continuous Provision (Interventions/Rainbow Challenges) | Story time |
| 8:45-9:10 | 9:10 – 10:00 | 10:00-10:30 | | 10:45-11:30 | 11:30 – 11:55 | | 1-1:30 | 1:30-2:30 | 2:30-3:00 | 3-3:30 |
| W Morning Activities |  | Maths  | | English  | Paired Reading | | Computing (Teacher)/ Hand Writing (TA) | English (Topic Based)  | PSHE  | Story time |
| 8:45-9:10 | 9:10 – 10:00 | 10:00-10:30 | | 10:45-11:45 | | | 1-1:30 | 1:30-3:00 | | 3 –3:30 |
| T Morning Activities |  | Maths  | | PE  | | | Music  | Art/DT | | Paired Reading |
| 8:45-9 | 9-9:30 | 9:30-10:30 | | 10:45-11:30 | 11:30 – 11:55 | | | Continuous Provision (Interventions/Rainbow Challenges) | | |
| F Morning Activities | Whole School Assembly Pastor James |  (inc. Homework) | | Maths  | Paired Reading | | Computing (Teacher) / Hand Writing (TA) | Continuous Provision (Interventions/Rainbow Challenges) | PE  | |

Trimley St Martin – Weekly Timetable – Y1 – Autumn Term 2023



P.E



P.E. Kit needed in school on...

Tuesdays and Fridays– trainers, white or royal blue t-shirt, royal blue shorts (in addition they may need a royal blue jumper/hoodie and charcoal/black joggers for cold weather).

Children are allowed to wear their PE kits to school on PE days.



Communication



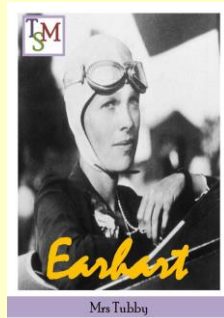
Check book bags daily for letters



Check  **Seesaw** - especially Friday/Sunday updates



Check the class blog and Mrs. Ross's news blog



Parent mail-





Any questions?

Please direct your questions via our
Class Seesaw
Contact Form on class web page
School email-
ad.trimleystmartin.p@talk21.com