



Welcome back!
January 2024

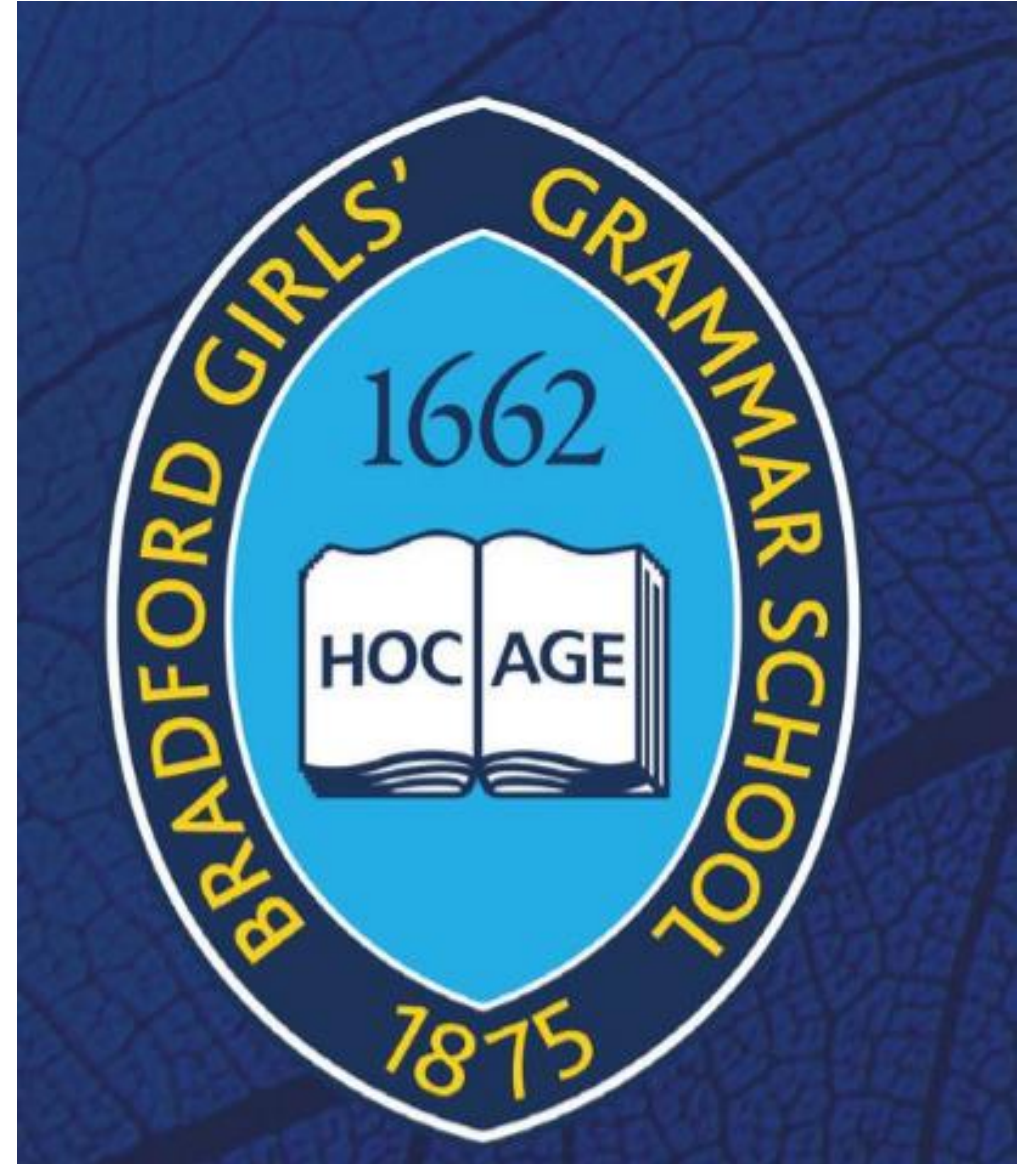
WELCOME TO

BRADFORD GIRLS' GRAMMAR SCHOOL

Witamy Vitajte Bienvenue Bienvenidas

خوش آمدید أهلا بك 英语 ਸਵਾਗਤ ਹੈ

ברוך הבא Բարեգալութիւն ڀه راغلاست



Aims of this session

- Reminder about ASPIRE Values
- Reminder of lines of communication
- Inform you about what your child will be learning this term
- Inform you about PSHE content for the Spring Term
- Homework expectations
- Any other information
- Attendance
- Parental engagement opportunities
- Questions

Strong Values
guide our
actions



High Expectations

Students
should **LEAD**
their learning

Listen

During **registration** and **teacher explanation**.
When other students are **feeding back** to the class,
answering a question or **presenting** their work.

Equipment

Planner, Calculator, Pencil case and contents,
subject specific equipment, text books,
exercise/sketch books, homework...
and a **positive attitude**.



Ask

Questions
For **support**
For **extension** activities

Deliver

High quality, well presented work
During the 15-20 minute period of **independent**
silent, but **supported** **working** in **every lesson**

Head of Lady Royd

Mrs Poole



Assistant Head: SEND, Behaviour, Attendance and Safeguarding

Mrs Leary



Assistant Head: Curriculum and T & L

Mr Wood



EYFS Leader

Miss Khan



KS1 Leader (Years 1 & 2)

Miss Hanson



LKS2 Leader (Years 3 & 4)

Mr Arnott

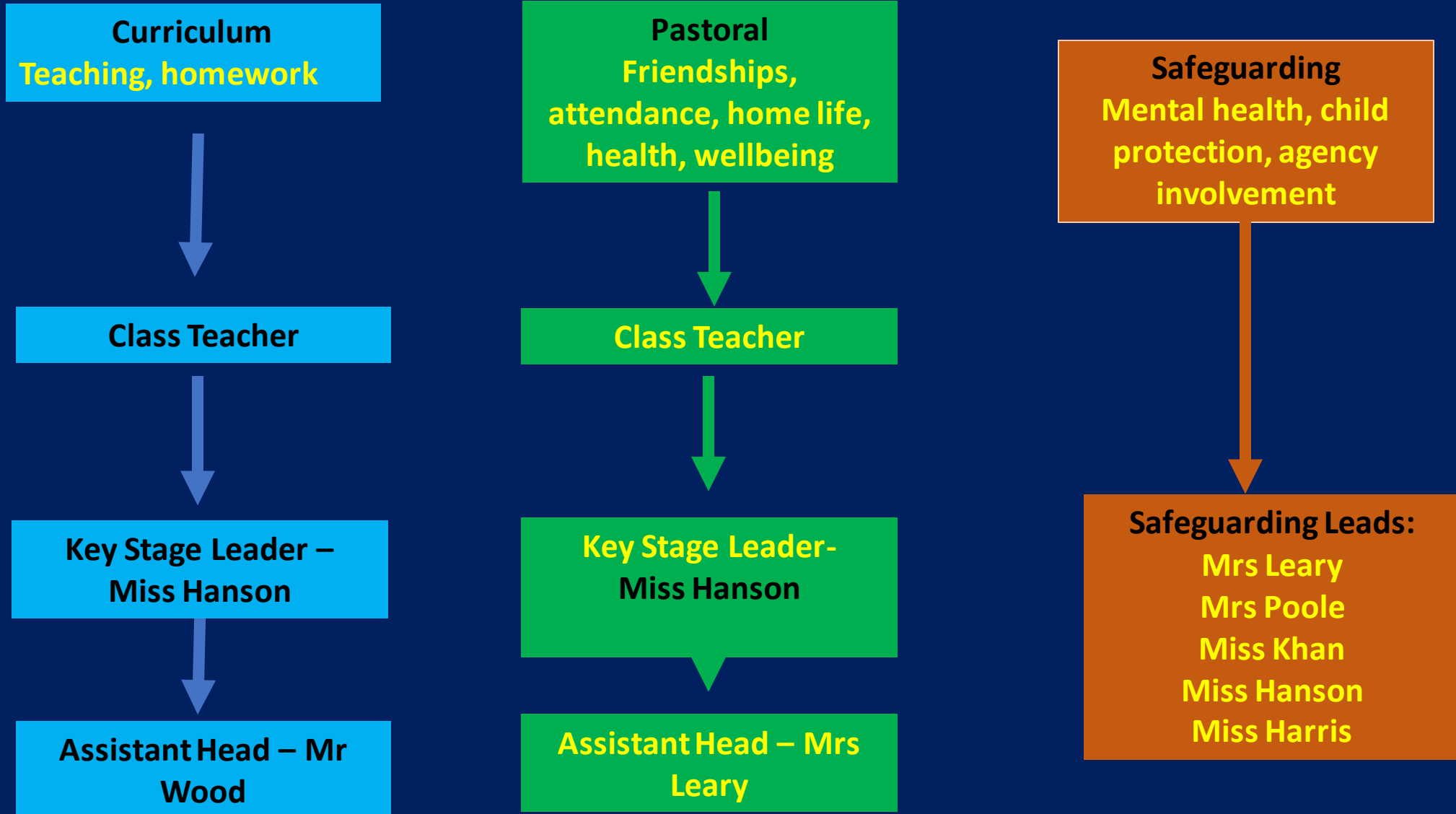


UKS2 Leader (Years 5 & 6)

Ms Heathcote



Who to contact



Curriculum Spring 1

Maths

Number- Place value (within 20)

Number - Addition / Subtraction (within 20)

Number - Place Value (within 50)

Measurement - Length & Height

Measurement - Weight & Volume

English

Narrative – traditional tales and comparison of alternative texts

Poetry – Performance

Coordinating conjunction (and), Verbs, Adjectives

Phonics

Phase 5 Recap

Curriculum Spring 2

Maths:

Number - Addition / Subtraction (within 20)

Number - Place Value (within 50)

Measurement - Length & Height

Measurement - Weight & Volume

English

Narrative – fantasy

Recount

Exclamation marks, Prefixes to change the meaning of verbs and adjectives (un-)

Phonics

Phase 5 alternative graphemes (ay and ai etc.)

Spring 1-Where do I live?

- Science- Plants
- History - How has my school and local area changed over time?
- DT- To design, make and evaluate a building/structure
- R.E- What does it mean to belong to a church or a mosque?
- Computing- creating media: digital writing

Spring 2-How has the high street change since the 1950s?

- Science- Humans
- Geography – Fieldwork around school and the local area
- Art- To focus on paint, surface and texture: Exploration of water colour and how imagery can be created
- R.E- How and why do we care for others?
- Computing- Grouping data

PSHE Spring 1 – Dreams and Goals

		Learning Objective
Lesson 1	My Treasure Chest of Success.	I can set simple goals
	Stay motivated when doing something challenging	I can tell you about a thing I do well
Lesson 2	Steps to Goals.	I can set a goal and work out how to achieve it.
	Keep trying even when it is difficult	I can tell you how I learn best
Lesson 3	Achieving Together.	I understand how to work well with a partner.
	Puzzle outcome: Dream wellies	I can celebrate achievement with my partner
	Work well with a partner or in a group	
Lesson 4	Stretchy Learning	I can tackle a new challenge and understand this might stretch my learning.
	Puzzle outcome: Stretchy flowers.	
	Have a positive attitude.	I can identify how I feel when I am faced with a new challenge.
Lesson 5	Overcoming Obstacles.	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them
	Help others to achieve their goals.	I know how I feel when I see obstacles and how I feel when I overcome them
Lesson 6	Celebrating My Success Assessment Opportunity.	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.
	Are working hard to achieve their own dreams and goals.	I know how to store the feelings of success in my internal treasure chest.

PSHE Spring 2 Healthy Me

		Learning Objective
Lesson 1	Being Healthy. Have made a healthy choice.	I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I feel good about myself when I make healthy choices.
Lesson 2	Healthy Choices. Have eaten a healthy, balanced diet.	I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices.
Lesson 3	Clean and Healthy. Have been physically active.	I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I am special so I keep myself safe
Lesson 4	Medicine Safety. Have tried to keep themselves and others safe.	I understand that medicines can help me if I feel poorly, and I know how to use them safely I know some ways to help myself when I feel poorly
Lesson 5	Road Safety. Know how to be a good friend and enjoy healthy friendships.	I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help.
Lesson 6	Happy, Healthy Me. Know how to keep calm and deal with difficult situations.	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.

Homework

Where do I live?

For this half term please select your additional homework from the grid below.

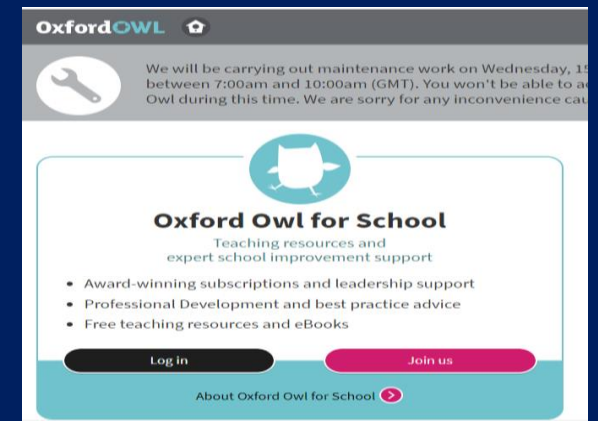
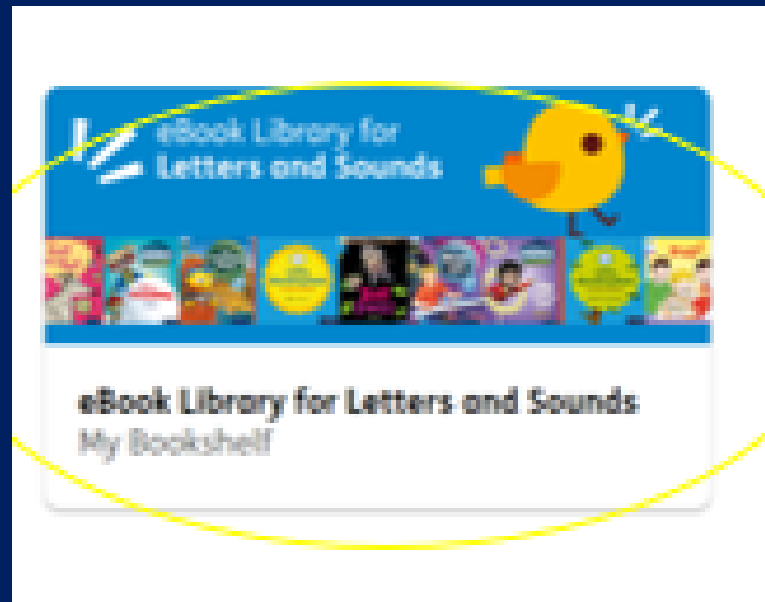
- The 'Must' jobs must be completed and will be checked by your teacher.
- The 'Would be great' tasks are tasks that your teacher would like to see completed and some will give you an opportunity to present your learning in a creative way.

You can bring your 'Would be great' homework in each week, as you complete a task, or you can bring everything in together in the final week of term.

Must		
Reading Read for 10 minutes daily 5 times a week and please remember to update your Go Read App.	Spellings Spend 10 minutes 5 times a week practising your Phase 5 sounds on Spelling Shed.	Maths Spend 10 minutes 5 times a week practising your number bonds to 10. Spend 10 minutes 5 times a week practising counting in 5s and 10s.
Would be great if		
<u>Experiment</u> If you have a garden see if you can post new plants growing and how they change. If you don't have a garden you could plant a seed in a small pot and watch how it grows on a windowsill.	<u>Phonics</u> Practise Phase 4 tricky words. Tricky word song via YouTube if you're able to access it!	<u>RE</u> Talk to your family about how you it feels belonging to a mosque or church.
<u>Writing</u> Write your own version of a traditional fairy tale. Can you change part of the story to make it your own?	<u>Dance</u> Create a dance routine at home to your favourite song	<u>Design and Technology</u> Using cardboard can you make small playground equipment. Perhaps a climbing frame for a doll or action figure.
<u>Art</u> Choose a plant or flower from your garden or the park, look closely and sketch what you see.	<u>Maths</u> Practice writing your numbers 1-20. Take care to make sure they are the right way around!	<u>Geography</u> Can you identify the human and physical features of street and park?

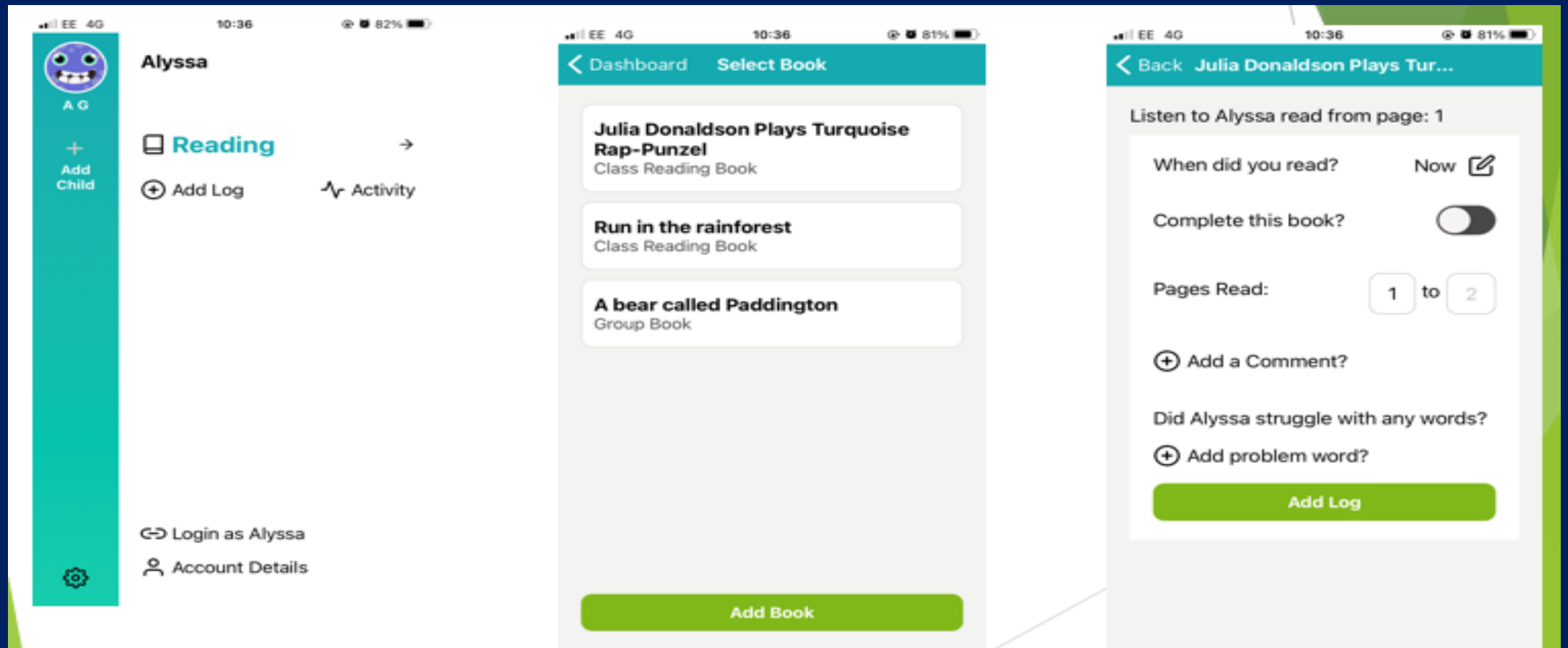
Any other information

- Access your reading book.
- Oxford owl has transferred over to Oxford Reading Buddy. It can be accessed through the ORB icon on the Wonde page.

This image shows the login page of the Oxford Owl website. The title 'Login' is at the top left, with a small owl icon to the right. Below the title is the instruction 'Please select your user type.'. There are three tabs: 'Students' (which is highlighted in pink), 'Teachers', and 'Parents'. Below the tabs is a large white box containing the login form. The form has two input fields: 'Class or student username' with the text 'ladyroyd11' and 'Password' with masked characters. To the right of the password field is a pink 'Login' button. At the bottom left of the form is a 'Help' link, and at the bottom right is a 'Forgotten my login' link.

Any other information

- Log your reading on the BoomReader (go read) app.



Attendance

Year 1
attendance for
Autumn Term
was 90.8% which
is 3.5% below
national

School target:
97%

Getting Your Child to School Really Matters



Did You Know... ?

In a School Year, If Your Child is Late Every Day By...	Your Child Would Have Lost Approximately...	or They Would Have Missed Approximately...
5 Minutes	3.5 Days from School	20 Lessons
10 Minutes	7 Days from School	41 Lessons
15 Minutes	10 Days from School	55 Lessons
20 Minutes	14.5 Days from School	82 Lessons
30 Minutes	22 Days from School	123 Lessons

Please Encourage Punctuality to Maintain Attendance

ABSENCE = LOST OPPORTUNITY



Did You Know... ?

If Your Child's Attendance During the School Year...	Your Child Would Have Lost Approximately...	or They Would Have Missed Approximately...
was 95%	9 Days from School	50 Lessons
was 90%	19 Days from School	100 Lessons
was 85%	29 Days from School	150 Lessons
was 80%	38 Days from School	200 Lessons
was 75%	48 Days from School	250 Lessons

Getting Your Child to School Really Matters

Parental engagement opportunities Spring

- Curriculum Showcase - Friday 9th February 8:45 - 9:30am
- Female relatives surprise - Friday 8th March 8:45-9:30am
- Pupil Progress Evening - Tuesday 19th March and Thursday 21st March

Questions