



Meet the Teacher meetings
September 2022

Peacocks



Welcome!

Happy new
year!



The intention of today...

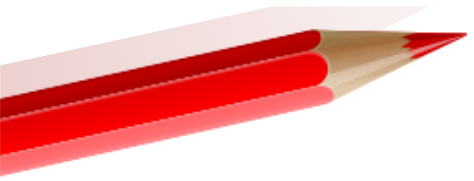
- Introduce you to the team
- Advise you of changes to procedures and review of policies
- Advise you of what to expect during daily life in this class
- Send you home with...
 - 1) the term's teaching and learning
 - 2) The home learning
 - 3) Log ins required





Introducing the
team...

MrGunn
Mrs Newberry
Miss Bray
Mrs White

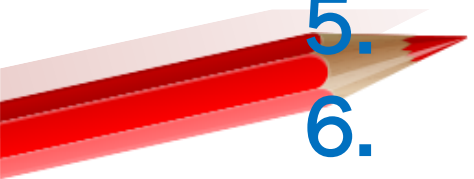




What's new....



1. Entry and exit
2. The timetable
3. Playtime
4. Lunchtime routine
5. The curriculum
6. Home learning





Entry and Exit

Start of the day:

- 8.45am: Gates open
- 8.55am: Gates Close
- 9am: Registration

Please follow the one way system (footprints)

Collection: 3.15pm

Any child not collected by 3.30pm will be cared for in after school club at a charge of £6



Being an older child, if your child is coming to school alone or walking home alone, please let us know.

Your child may bring a mobile phone to school, but this **MUST** be handed in to the school office

Timetables

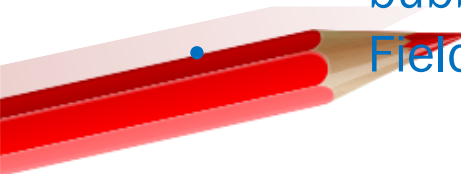
Punctuality!
Jam packed!

Peacocks KS2: TERM 1 2022-23

	Monday	Tuesday	Wednesday	Thursday Active Day	Friday
8.45	Intervention Time Early Morning Work Carousel Activities	Intervention Time Early Morning Work Carousel Activities	Intervention Time Early Morning Work Carousel Activities	Intervention Time Early Morning Work Carousel Activities	Intervention. Early Morning Work Carousel Activities
9.00			Collective Worship - Music 9.00 to 9.30am		
9.15	Collective Worship	Collective Worship		Church	
9.30			Maths		Maths
9.45	Maths	Maths		Maths	
10.45			Playtime		Playtime
11.00	Quiet Reading	Quiet Reading	Quiet Reading	Quiet Reading	Peacocks and Eagles Reading Buddies
11.15	English	English	English	English	<u>Heartsmart</u>
12.15	Lunch break Green Gang	Lunch break Green Gang	Lunch break Green Gang	Lunch break Green Gang	Lunch break Green Gang
1.15	Handwriting	Handwriting	1.15pm - 1.45pm Y3 Music 1.15pm - 1.45pm Y4 Computing 1.45pm - 2.15pm Y4 Music plus 1.45pm - 2.15pm Y3 Computing	Handwriting	Handwriting
1.30	History/Geography	Science		PE	French - Both year groups in classroom - 1.30pm -2.15pm
2.30	Brain Break	Brain Break	Brain Break	Guided Reading	
2.45	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Art/D&T- 2.15pm
3.10	Reflection - School Prayer	Reflection - School Prayer	Reflection - School Prayer	Reflection - School Prayer	Reflection - School Prayer

Play and lunchtimes



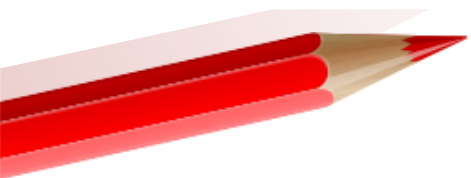
- We all have a play time at 10.45am
 - Your children may bring a fruit snack. Best to pack separately
 - Our staff mainly break at 10.45am to allow highest ratios in the class with teaching and learning
 - That said there are five teachers at any playtime duty
 - Children can go on the field or stay on the playground
 - Staff are designated to an area of responsibility and supervision
 - On the playground: an activity led by an adult, quiet activities: reading, drawing, bubbles, chalking etc
 - Field: an assortment of activities for each day
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Playtime Timetable



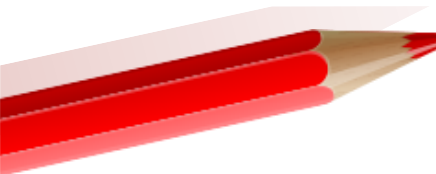
Play equipment for field (playtime)	Small balls Hockey sticks markers	Large balls Basketball posts	Hoops	Parachute	Winning Huff Puff Class choice
Play equipment for Playground	Books Colouring Board Games Sticky toffee	Books Colouring Skipping What's the time Mr Wolf	Books Colouring Bubbles Please Mr Crocodile	Books Colouring Group Skipping	Winning Tree Team choice

- At 10.55am, a whistle blows. This signals: come to the playground and tidy
- At 10.59am a second whistle blows. This signals: **walk** in to school
- Teachers have their different methods of receipt and readiness to learn.
- The class of the teacher on duty may access the large play equipment





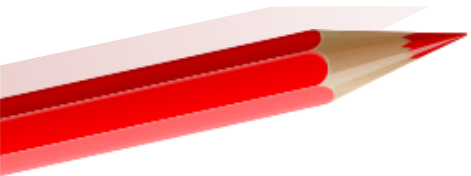
Lunchtime

- Children eat in their classrooms with their teacher and another member of staff
 - They then go on to the playground
 - Our children continue to be supervised by their teaching teams
 - Staff are designated to an area of responsibility and supervision
 - Mrs McLeod runs a nurture group each lunchtime and staff identify/nominate children to activities
 - Football runs at lunchtime, supervised by two members of staff. There are rules!
- 

Football rules



- We will be using yellow and red cards
- Two yellow cards mean that you cannot play football the next day
- A red card will mean that you cannot play football for the rest of the week.





End of lunchtime

- At 1pm, a whistle blows. This signals: come to the playground and tidy
- Teachers will arrive for their classes on a second whistle:
 - 1) 1pm: Robins
 - 2) 1.05pm: Blackbirds
 - 3) 1.10pm: Peacocks
 - 4) 1.15pm: Eagles

Representatives from Eagles will form a playground squad to collect and tidy equipment



Curriculum

The Water Cycle

**Autumn - Term 1
Real World Engagement
Learning to live. Living to Learn.**

Natural Resources in Kent

This term we will be learning about the natural resources in Kent. We will be focusing on the water cycles and how pollution impacts on marine protection and local conservation areas.

PEACOCKS - GEOGRAPHY

Geographical skills and progression.

- I can explain about key natural resources and how they have an impact on marine protection and the local conservation area.
- I can use understand the effect of landscape features on the development of a locality.
- I can use fieldwork instruments e.g. camera, rain gauges.
- I can make more detailed fieldwork sketches and diagrams.
- I can understand and use geographical vocabulary to describe the water cycle.
- I can explain how the locality is set within a wider geographical context.

Key Vocabulary and Definitions

dams: A barrier that block off flowing water.

fertiliser: A substance that makes plants grow.

pesticides: Everything is made up of matter. Pesticides are tiny pieces of matter.

pesticides: A substance used to destroy pests.

pollution: Anything which is introduced into a habitat which has harmful effects.

Reservoir: A mandate lake used to store water.

Water vapour: Water in the form of a gas.

evaporation: occurs when a liquid turns into a gas.

condensation: occurs when gas cools and turns to a liquid.

Melting: when a solid is heated and turns to a liquid.

Freezing: process of liquid cooling and becoming a solid.

Fluvial: they form when warm moist air is cooled.

Fluvial: Heavy rainfall causes rivers to burst their banks.

Fluvial: Heavy rainfall cannot drain away quick enough.

Human and Physical Geography.

How can we protect our environment from pollution?

What I already know:

- I can use locational and directional language skills.
- I can use simple field work and observational skills.
- I can use aerial photographs, plans and simple maps to recognise landmarks and human and physical features.
- I can use key vocabulary to explain differences and similarities within the local area where I live.
- I can name, describe and compare places I know.
- I can use geographical vocabulary.

- An area of focus in our School Development Plan
- Knowing more, remembering more
- Red files
- Core Curriculum books



**Autumn - Terms 1 and 2
Fabric and Textiles Techniques
Learning to live. Living to Learn.**



Enid Marx

Peacocks will be learning about Enid Marx, an influential artist and designer whose work included textile design and printmaking. Enid Marx is best known for being commissioned by London Transport to design the fabric seating on the underground.

PEACOCKS - ART AND DESIGN

Art and Design Skills and Progression:

- I can use research to develop design criteria.
- I can use knowledge of a broad range of existing products to help generate ideas.
- I can use sketches and drawings to develop and communicate my ideas.
- I can use computer-aided design to develop and communicate my own design.
- I can use a range of materials and equipment safely.
- I can begin to demonstrate how to measure, cut, shape and join fabric with a degree of accuracy.
- I can begin to join textiles with a particular stitch.
- I can use print using natural and manmade objects.
- I can block print to create a repeated pattern.
- I can use printmaking techniques to print on to fabric.

What I already know.

- I can use knowledge or existing products and my own experience.
- I understand and follow simple design criteria.
- I can plan and test ideas using templates.
- I generate, develop, model and communicate my ideas through talking, drawing and templates.
- I can express thoughts and feelings about famous works of art.

Key Vocabulary and Definitions

Moquette - a type of woven pile fabric which has a distinctive velvet texture.

Chervon design - containing bold diagonals and squares in strong tones of red and green.

Motif - a decorative image or design especially a repeated pattern one forming a pattern.

Emblem - a visual symbol representing an abstract idea.

Geometric shapes - designs made out of straight lines and shapes.

Stylized - to conform to a conventional style

Imprint - to mark or stamp something.

Enid Marx

I can research the lives and work of different artists and designers.

I can recognise artists that have demonstrated similar styles and techniques.

I can begin to identify similarities and differences in style between different artists.



**Autumn - Term 1
Input and Output Devices
Learning to live. Living to Learn.**



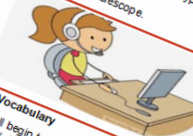
Computers - Input and Output Devices

This term we will be learning about input and output devices. We will be looking at videos, video conferencing through features such as zoom and using equipment such as microscopes.

PEACOCKS - COMPUTING

Multimedia sound and motion progression of skills.

- I can develop my editing skills by cropping and arranging film clips.
- I can be able to share my work and talk about it.
- I can select and use a variety of software to record, create and edit sounds.
- I can use software for a purpose.
- I can talk and explain what type of software I need.
- I can use a telescope.



Key Vocabulary

- I will begin to use key vocabulary to demonstrate knowledge and understanding such as draw, object shape, line, colour, fill, group, ungroup, font, size, text, textbox, link, image, object, hyperlink, minimize, restore, move, screen, split, create, organize, file, folder, close, highlight, cursor, bold, italic and spellcheck.
- I will begin to use vocabulary to demonstrate my knowledge of the multimedia strand. I will begin to use the words, audio, video, image, still image, embed, link, file format, frame, record, stop, play.

Multimedia, Text and Images progression of skills.

- I can develop their skills of formatting using keyboard and commands.
- I can begin to express myself through digital technology, art, powerpoint and posters.
- I understand about computer networks including the internet.
- I can select and combine a variety of software.
- I can create different effects and use different keyboard commands.
- I can save, retrieve and evaluate my work.
- I can insert pictures, graphs, texts and hyperlinks.

Home learning

- Read every day
- Be read to every day
- Practise your times tables everyday
- Practise your spellings every day
- Choose some additional activities....



Term 1

At home Activities

Peacocks

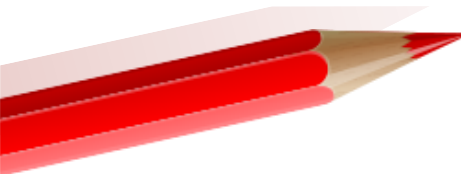
Below are suggested activities to support your learning in class for this term. There is no expectation to complete them, or a certain number of them. Please choose activities that appeal to you! Some activities are harder or more time consuming than others. The sheep scale shows the level for each activity from Level 1 (at the bottom), to Level 4 (at the top).





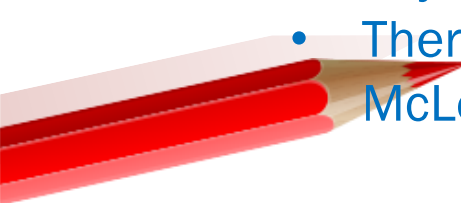
School Rules

A blue banner with a white shadow, containing the text 'School Rules' in white. An orange pencil is positioned above the banner, pointing towards the text.

- Governed by our School Vision and Values
 - High Expectations!
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- A red pencil is positioned at the bottom left of the slide, pointing towards the right.

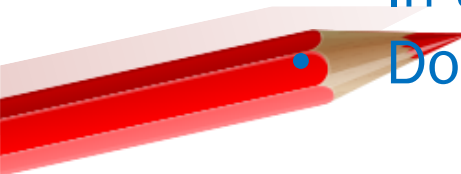
Communication



- Paperless
 - Dojo: before school, lunchtime, playtime, after school.
 - Make contact with your class teacher in the first instance
 - PPA for Mr. Gunn is **Friday**. Please always afford him a week to get back to you and arrange to see you. If you have not heard from him by his PPA day, feel free to drop office/Mrs Jerome a message
 - We do not expect our teachers to access messages at weekends, holidays or during the evening.
 - Any urgent, during the day message, **please contact the office**
 - There will be a member of the senior leadership team on gate duty each morning, with Mrs McLeod our Pastoral Assistant.
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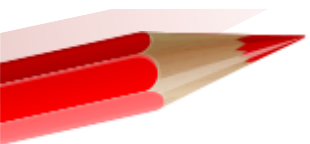


And finally....

- We appreciate times are tough
 - Are you entitled to free school meals?
 - Pupil premium
 - Are you entitled to the household support fund
 - We will only ask for money when it is absolutely essential
 - We have not raised prices for breakfast and after school club
 - Free Pre loved School Uniform
 - In the same way households are challenged, so is school sadly
 - Do talk to us if we can help in any way
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Taking home...

- Term 1 teaching and learning
- Term 1 home learning
- Any log in required for learning platforms.





Thank You!

We look forward to a
great year!