



# Curriculum Newsletter

Spring Term 1

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# What's Happening?



## WE ARE IN THE TOP 4%

This half term we were incredibly proud to receive a letter from Damian Hinds - Minister for Schools. The letter congratulated the school's staff and pupils on the incredible results for the 2023 Phonics Screening Check. 96% of pupils in Year 1 passed their Phonics Screening Check which has ranked our school in the top 4% of the country!

## SAFER INTERNET DAY

Safer Internet Day 2024 took place on the 6th of February, with celebrations and learning based around the theme 'Inspiring change? Making a difference, managing influence and navigating change online'.

Safer Internet Day is the UK's biggest celebration of online safety. Each year we cover an online issue or theme that speaks to the things young people are seeing and experiencing online. Created in consultation with young people across the UK, this year Safer Internet Day will be focusing on change online, this includes covering:



- Young people's perspective on new and emerging technology
- Using the internet to make change for the better
- The changes young people want to see online
- The things that can influence and change the way young people think, feel and act online and offline

More information about how to help keep children safe online can be found at <https://saferinternet.org.uk/guide-and-resource/parents-and-carers>



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## BLAST OFF!

Year 5 'bloast off' their learning this half term with a trip to The National Space Centre in Leicester. The trip was linked to their science work (Earth and Space), their history work (Space Race) and their English work (writing a balanced argument and a biography about Tim Peake).



The children had a fantastic time exploring the museum and exploring real-life rockets and space modules using the communication systems.



## JAMES RECKITT HULL CHILDREN'S BOOK AWARDS



Key Stage 2 were incredibly lucky to meet an author who has been shortlisted for the James Reckitt Hull Children's Book Award; Jenny Moore, author of 'Emba Oak and the Terrible Tomorrows' gave an assembly to KS2 and talked about her life as an author.

Key Stage 1 were very excited to start the James Reckitt Hull Picture Book Awards Challenge this half term and are looking forward to reading all 6 books to vote for their favourite.





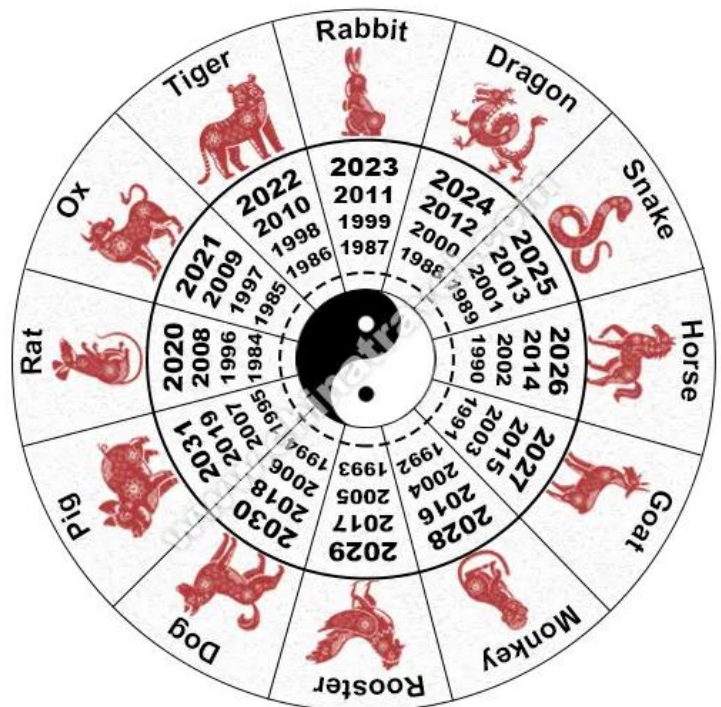
# CHINESE NEW YEAR

Saturday 10<sup>th</sup> February is the Chinese New Year.



The children were lucky enough to have Lin from ILC stand up in assembly today and talk a little bit about what she will be doing with her family to celebrate.

She brought in some beautiful decorations, some gift boxes for the children to look at, some fortune cookies and she even wore a traditional red dress that she will wear for the celebrations.



This year is the year of the Dragon!  
What is your Chinese zodiac?



## NO NUTS!

In order to create the safest environment and due to the rise generally in allergic responses to food, we are implementing a 'No Nuts' trust policy to endeavour to have a nut free environment.

**The Constellation Trust**  
**Important Allergen Notice**

**NO**

**NUTS!**

**Pupils, visitors and staff are not permitted to bring or consume nuts within school.**

THE  
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TRUST



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# Curriculum Highlights



## COMPUTING

### EYFS

Have been creating stories using the Chatta app. They record their voices through a microphone and used the internet safely to find images to represent each part of the story.



### Year 1



Have been exploring programming using the floor robots. First, they followed a sequence of commands, then they moved on to designing their own programmes for the floor robots to follow. Finally they had a go at debugging and fixing programmes.



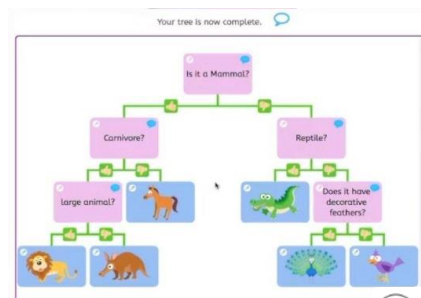
### Year 2

Have learned about Pictograms using J2E. The children collected data and then represented this as tally charts and pictograms both manually and electronically.



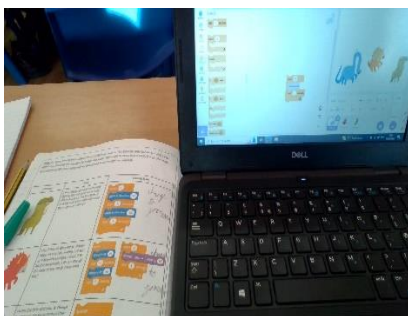
### Year 3

Have learned about branching databases. They used J2E to understand that branching databases sort 'things' using 'yes' 'no'. They have also looked at the differences between pictograms and branching databases.



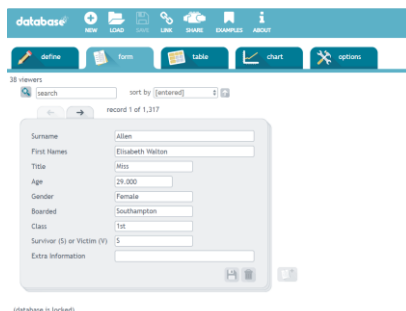
### Year 4

Have developed their programming knowledge and have been using scratch to create their own games. They enjoyed using different sprites and experimenting with the controls.



### Year 5

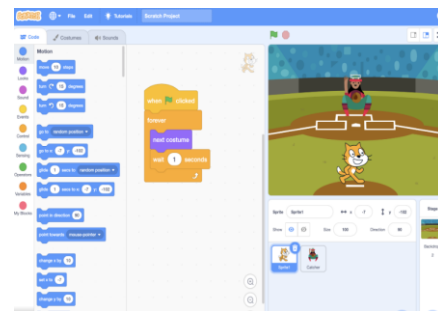
Have learned about Flat-file databases and have explored the benefits of digital databases compared to paper. They found that it is much easier to find and sort information digitally.



### Year 6



Next half term the children will be starting their programming where they will be creating games and then adding in variables to allow the game to have different outcomes.



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## EYFS

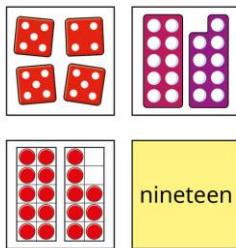
This half term we have been developing our understanding of the composition of numbers up to 10. We have been looking at groups and recognising which has more or fewer. We have been introduced to a part, part whole model and a ten frame to explore numbers bonds to 10.



### Year 1

Have developed their numeracy skills by looking at place value within 20 and addition and subtraction within 20. Now they are moving onto time, money and place value within 50.

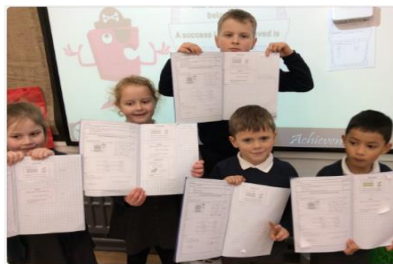
Which one does not belong?



Is there more than one answer?

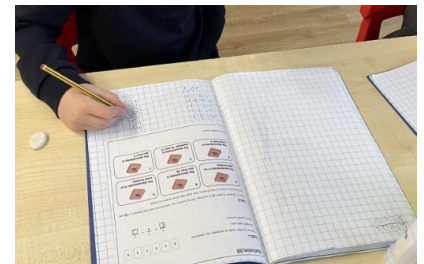
### Year 2

Have learned to add and subtract 2 digit numbers to 2 digit numbers in a variety of ways, they have progressed through the use of concrete and pictorial examples and have now moved on to formal written methods



### Year 3

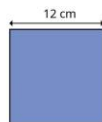
Have learned about fractions; they have been comparing and ordering fractions with the same denominator, counting up and down in tenths and have been exploring equivalent fractions.



### Year 4

Have developed their understanding of multiplication and division by using formal methods to multiply and divide by a whole number using a formal method. They have also learned about length and perimeter.

The length of one side of a square is 12 cm.



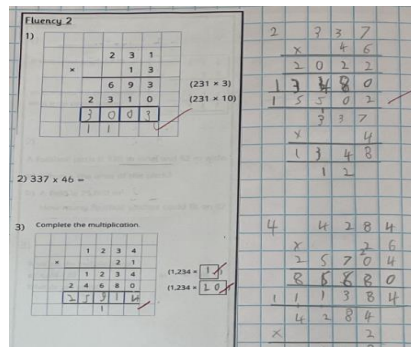
The square is cut in half to make two rectangles. The two halves are put together to make this shape.



What is the perimeter of the new shape? How did you work it out?

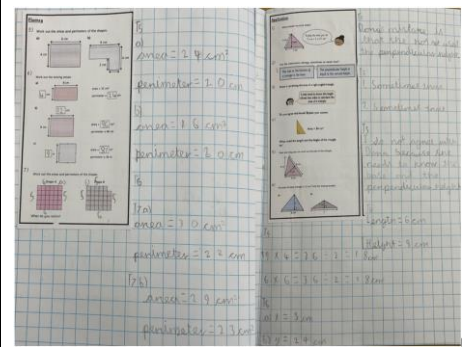
### Year 5

Have learned how to multiply a 4 digit numbers by 2 digit numbers using a formal written method and are developing their methods of division to include numbers with remainders.



### Year 6

Have learned to find the area and perimeter of regular shapes, compound shaped and triangles. They have also learned to convert between different units of measure.







# ART AND DESIGN

## EYFS

Have been learning about colour mixing. The children have learned the primary colours and have used them to create the secondary colours green, purple and orange.



### Year 1

Have been learning about the Japanese Contemporary artist Yayoi Kusama. They have been mixing colours and exploring complimentary colours and contrasting colours.



### Year 2

Have learned about Pop Art and have studied the work of Roy Lichtenstein to inspire them to create their own Pop Art painting using colour harmony and Ben-Day dots.



### Year 3

Have explored various Botanical Artists and have used the art work to inspire their own Botanical painting. The children have used water colours for this piece of artwork.



### Year 4

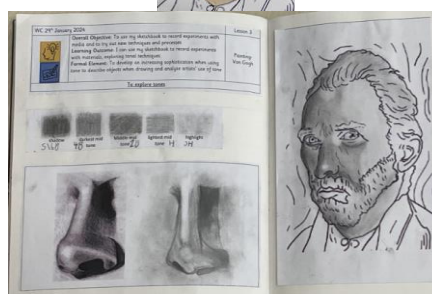


Have been focussing on scale and proportion. They have studied the artwork created by storyboard artists, focussing on how they use geometric shapes to help them compose their artwork. Their final piece was to create a storyboard for the poem, The Jabberwocky by Lewis Carroll.



### Year 5

Have learned developed their Post-Impressionism learning and have studied the work of Vincent Van Gogh's self-portrait. They have used the techniques learned to create their own self portrait.



### Year 6

Have learned about paintings from the Dutch Golden Age. They have learned about the Chiaroscuro technique (light and dark) and have applied this to create their own still-life Dutch Golden Age painting using tints, tones and shades.



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We had a special visitor who helped us to create a song on Healthy Eating. We have been exploring and using different instruments in our music area and have been performing songs and dances to friends and adults.



### Year 1

Have been listening to, and appraising, a wide range of different songs. They have been expressing how they feel about the different pieces of music and learning to sing them. The children have performed as part of a group while using a steady beat and rhythmic patterns.



### Year 2

Have learned to become more proficient in finding the pulse of a song and have enjoyed learning our song 'rainbows'. The children then combined their singing skills when performing the song alongside the glockenspiels.



### Year 3

Have been developing their singing voices and have been singing a range of different songs tunefully and with expression. They have also been singing in piano and forte.



### Year 4

Have been developing their music skills by playing the P-Buzz and introducing brass instruments. The children have learned how the techniques are transferable across the instruments.



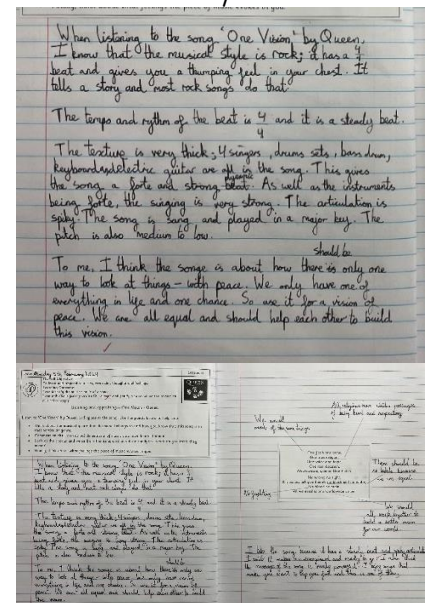
### Year 5

Have been using call and response on the glockenspiels to listen and copy rhythmic patterns before performing as part of an ensemble.



### Year 6

Have been listening to and appraising the song 'One Vision' by Queen.





What a way to start the year!

This half term we have welcomed a boat to our OPAL equipment. We are incredibly lucky to have been gifted such a large item which will help develop the imagination and play of all the children at Bricknell.

We also launched our very first Opal Play Community Challenge.



We have asked you to think of a name for our new boat.



## OPAL at Key Stage 1



The KSI OPAL Ambassadors had a productive meeting, they shared insights into the amazing play currently happening and brainstormed ways to enhance it further!

The children in KSI have continued to amaze us with their creativity and imagination during lunchtimes. OPAL play has provided a wonderland of opportunities for the children to explore, invent, and collaborate. From building fantastical castles out of crates to staging pirate battles on the tyres, they



have embraced the chance to let their imaginations soar. OPAL play is allowing our children to develop their teamwork, resilience, and problem-solving abilities. They are learning to communicate effectively, think on their feet, and bounce back from setbacks.

To make things even more exciting, we have been busy adding new features to the KSI playground. We have introduced a xylophone that adds a musical touch to play, a new road area that is perfect for creating games, and even added some baths that will soon become BALL PITS!

## OPAL at Key Stage 2

The children in KS2 have demonstrated that the Aspiration Curriculum really is at the heart of everything we try teach at Bricknell. They have worked cooperatively and collaboratively while communicating effectively to create new games, build structures and have used their imagination to create exceptional role play areas.



During the OPAL Ambassador meeting it was decided that a group of Year 6 boys would win the Golden Welly Award for using the OPAL equipment to make an outdoor BBQ area and include this within their role play.

The playground at KS2 is a high priority for the OPAL team this term. They are building a new mud kitchen and working with Humber Forest Trust and Wild Schools Project so all the children will be a part of planting a wide variety of trees and a wildflower meadow. They are also developing a water wall and a stage area and construction area – if you have any ideas please let an OPAL Team member know about them.



## OPAL Plea

We are always looking to develop our OPAL provision to enhance the play for all children at Bricknell. Therefore, we kindly ask that if you happen to come across any items that could be used in the following areas or anything that could support our OPAL provision, if you would consider donating them to help OPAL play. You can drop off these items at the school office.



CAMPSITE AREA



ROLE PLAY AREA

Your generosity will help us continue to develop our lunchtimes and create an environment to capture our children's imagination. We appreciate your ongoing support and involvement in our OPAL play community.

Our staff, children and OPAL Ambassadors would love to give a HUGE THANK YOU to all of the companies, parents and Friends of Bricknell for their support with OPAL so far. We couldn't do it without your help!



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# Graduate Awards

Our Graduate Awards Programme is improving!

The Graduate Awards Programme allows children in Years 4, 5 and 6 the opportunity to study a subject they find interesting, in their own time. Through attending the study lounge, children will gain studying techniques and support in their chosen area of learning. Once the children feel confident in their knowledge, they sit a graduate test with Mrs Stannard. If the children pass their test they will be invited to graduate in a termly ceremony with a celebration event afterwards. Parents will also be invited to attend their child's graduation ceremony.



We are incredibly proud of the children who dedicate their own time to studying and enhance their learning beyond the classroom and we really want to raise the profile for these exceptional children.

We will hold our very first Graduation Ceremony this term:



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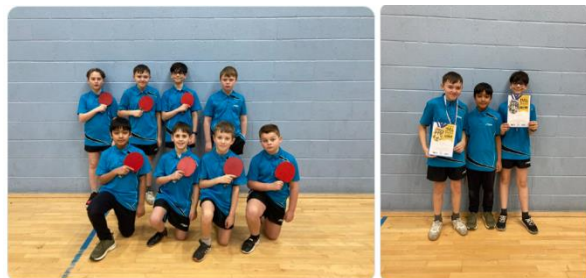
*Achievement*



# Sporting Events

As usual, it has been a very busy term for our sports teams. We are incredibly proud of all of you!

The U11 boys were in action in January in the ESTTA Singles competition. Three players finished the tournament with a 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> place.



On 30<sup>th</sup> January these amazing children from Year 3 and 4 represented Bricknell in a Dodgeball Competition!

Our Year 3s had a lovely afternoon at Hymers College playing football. They showcased their skills while representing Bricknell and made the teachers and school very proud!



Our very talented Year 3 pupils came third place and took the bronze medal (out of 12 schools) at this year's Primary Sportshall Athletics Develop Competition hosted by Hull Active Schools.

Our Year 4, 5 and 6 children also competed and produced some incredible performances.



We feel very lucky to have such talented athletes in our school! Well done!



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A huge congratulations to the Under 11 Table Tennis Champions of the North East! We are so incredibly proud of you and we wish you all the best of luck when you go to Grantham.



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# #WakeUpWednesday

This half term we have sent out the following Wake Up Wednesday Safe-guarding information.

## What Parents & Carers Need to Know about PERSUASIVE DESIGN ONLINE

Persuasive design refers to the techniques that companies employ to influence our thoughts and behaviours when we're on the internet. These approaches can be spotted on websites, in apps and even on bits of smart home devices. Persuasive design experts think that content has been deliberately presented in a way that's intended to encourage you to spend your time or money (or both). These methods often prove highly effective at keeping people engaged and invested for longer than we might expect.

### WHAT ARE THE RISKS?

#### POTENTIAL ADDICTION

In the digital world, persuasive design can make certain activities more addictive and harder to resist. This can be done in a number of ways, for example, by using bright colours, sounds and vibrations to draw your attention. Persuasive design can also be used to make it easier to spend more time on a website or app, for example, by using a 'keep scrolling' button to encourage you to keep scrolling.

#### MENTAL HEALTH CONCERNS

Spending online or gaming without any breaks can be harmful to mental health. The constant stream of notifications, alerts and pop-ups can be overwhelming and lead to stress, anxiety and even depression. Persuasive design can also be used to make it easier to spend more time on a website or app, for example, by using a 'keep scrolling' button to encourage you to keep scrolling.

#### PROLONGED SCROLLING

Spending too much time scrolling can be harmful to mental health. The constant stream of notifications, alerts and pop-ups can be overwhelming and lead to stress, anxiety and even depression. Persuasive design can also be used to make it easier to spend more time on a website or app, for example, by using a 'keep scrolling' button to encourage you to keep scrolling.

#### SENSORY OVERLOAD

Spending too much time scrolling can be harmful to mental health. The constant stream of notifications, alerts and pop-ups can be overwhelming and lead to stress, anxiety and even depression. Persuasive design can also be used to make it easier to spend more time on a website or app, for example, by using a 'keep scrolling' button to encourage you to keep scrolling.

#### COSTLY ADDITIONS

Spending too much time scrolling can be harmful to mental health. The constant stream of notifications, alerts and pop-ups can be overwhelming and lead to stress, anxiety and even depression. Persuasive design can also be used to make it easier to spend more time on a website or app, for example, by using a 'keep scrolling' button to encourage you to keep scrolling.

#### PHYSICAL CONSEQUENCES

Spending too much time scrolling can be harmful to mental health. The constant stream of notifications, alerts and pop-ups can be overwhelming and lead to stress, anxiety and even depression. Persuasive design can also be used to make it easier to spend more time on a website or app, for example, by using a 'keep scrolling' button to encourage you to keep scrolling.

## Advice for Parents & Carers

### ESTABLISH LIMITS

Set clear rules about how long your child can spend on devices. Consider using parental controls to enforce these limits.

### ENCOURAGE MINDFULNESS

Encourage your child to be aware of how they are feeling when they are using devices. Encourage them to take breaks and to engage in other activities.

### MAKE A CHECKLIST

Create a checklist of things to look out for when your child is using devices. This could include things like: Are they spending too much time on devices? Are they using devices in bed? Are they using devices in the car?

### Meet Our Expert

**The National College**  
**NOS National Online Safety**  
**#WakeUpWednesday**

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## Top Tips for... MANAGING SCREEN TIME

According to the latest stats, people aged between 16 and 24 spend four hours on digital devices during an average day. Obviously, a new year is ideal for fresh starts and renewed efforts – so lots of families are trying to cut down their combined screen time right now, creating more moments to connect with each other and relying less on gadgets to have fun. Our top tips on reducing screen time are for everyone, so you can get your whole family involved in turning over a new leaf this year!

### GET OUT AND ABOUT

Encourage your child to spend time outdoors. This could be as simple as taking a walk in the park or as adventurous as climbing a tree. Encourage them to engage in physical activity.

### TRY A TIMED TRIAL

Set a timer for a specific amount of time. When the timer goes off, encourage your child to stop using the device. This could be for a specific activity or for a specific amount of time.

### GO DIGITAL DETOX

Encourage your child to take a break from digital devices. This could be for a specific amount of time or for a specific activity. Encourage them to engage in other activities.

### LEAD BY EXAMPLE

Encourage your child to see you using devices responsibly. This could be by setting a good example or by encouraging them to do the same.

### AGREE TECH-FREE ZONES

Set up areas where digital devices are not allowed. This could be in the bedroom or in the car. Encourage your child to respect these zones.

### HOLD A SCREEN TIME ANXIETY

Encourage your child to talk about their feelings about screen time. This could be by having a conversation or by writing in a journal. Encourage them to express their feelings.

### BE MINDFUL OF TIME

Encourage your child to be aware of how much time they are spending on devices. This could be by using a timer or by keeping track of their usage.

### PARK PHONES OVERNIGHT

Encourage your child to leave their devices in a common area overnight. This could be in a basket or in a drawer. Encourage them to leave their devices there.

### SWITCH ON DND

Encourage your child to turn on Do Not Disturb. This could be for a specific amount of time or for a specific activity. Encourage them to turn it on.

### TAKE A FAMILY TECH BREAK

Encourage your child to take a break from digital devices as a family. This could be for a specific amount of time or for a specific activity. Encourage them to take a break.

### SOCIALISE WITHOUT SCREENS

Encourage your child to spend time with friends without digital devices. This could be by playing a board game or by having a conversation. Encourage them to socialise.

### WIND DOWN PROPERLY

Encourage your child to engage in a relaxing activity before bed. This could be reading a book or listening to music. Encourage them to wind down.

## DEVICE BOX

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**#WakeUpWednesday**

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## What Children & Young People Need to Know about FREE vs HATE SPEECH

Everyone in the UK has the right of 'freedom of expression'. This is the right to write your opinions and share information and ideas with others. It's not the right to say whatever you want without regard for others' feelings and values. We all have a responsibility to use this right properly, being respectful and inclusive to others. Whether online or offline, communication that is abusive or discriminatory against groups or individuals (because of protected characteristics like race or religion) is hate speech, not free speech.

### Free speech is a person's legal right to share information, opinions and ideas without fear of retaliation, censorship or legal consequences. This freedom of expression is recognised in international human rights legislation, and here's what it does for us in our day-to-day lives:

- Freedom of expression encourages listening to and allowing opposing views to be heard. It's important to respect someone's opinion, even if we disagree with it. Free speech lets us engage in meaningful discussions with people who hold different views.
- Any concept could potentially offend someone. Gollner's ideas were incredibly offensive to many at the time, while not everyone agrees with Darwin's theory today. Freely exchanging ideas promotes progress.
- Free speech allows us to engage people we disagree with in a debate. The ability to challenge others' views is healthy – while having your challenged helps us learn how to deal with criticism and think deeply about what we say and believe.
- Free speech is a powerful tool for change, justice and reform. Many modern UK rights – such as women being allowed to vote or decent working conditions – couldn't have been achieved without it.
- Freedom of expression includes the right not to be silenced – the national anthem for – or singing – the national anthem.

### Hate speech refers to any communication – like talking, texting or posting online – which displays prejudice against someone's identity. This includes: race, religion, ethnicity, sexual orientation, gender identity, age, disability, or any other characteristic. Hate speech is illegal under the Equality Act 2010.

- Targeting people or groups because of who they are – including but not limited to race, religion, ethnicity, sexual orientation, gender identity, age, disability, or any other characteristic – and verbally abusing them with slurs and name-calling. The Equality Act 2010 has more information on this.
- Content that demeans people based on these characteristics, referring to them as if they were animals, objects or other non-human entities, for example.
- Calling for violence or hatred against certain people or groups and justifying and glorifying those actions.
- Claiming that specific types of people are physically, mentally or morally inferior (or superior) to others, or that they are dangerous to society.
- Making up or repeating stories about a person or group because something about their identity is different to the person who's speaking.
- Promoting the segregation of certain groups, or discrimination against them, because of who they are.

### Meet Our Expert

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**#WakeUpWednesday**

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## SMARTPHONE SAFETY TIPS for young people

You may have been lucky enough to have an unopened smartphone at Christmas, or you might be eagerly anticipating getting a new one at some point during this year. Whatever it'll be your first experience with a smartphone, it's always useful to have a checklist about how to set it up and adjust the settings to keep yourself – and your valuable personal info – safe and secure. We've collected some expert tips to help you enjoy your smartphone in the healthiest way possible.

### NEVER SHARE YOUR PASSCODE

Always keep your passcode secret. Don't tell anyone, even if they're a friend or family member. Don't write it down or put it in a place where someone else could find it. Don't use a simple passcode like 1234 or 0000.

### RESPECT PARENTAL CONTROLS

If you're allowed to have a smartphone, it's because your parents or carers want to protect you. Respect their rules and boundaries. Don't break the rules or disobey your parents. Don't use the phone in a way that could get you in trouble.

### TALK TO A TRUSTED ADULT

If you're unsure about something, talk to a trusted adult. This could be a parent, a teacher, or a friend's parent. Don't be afraid to ask for help. Don't try to do things you don't understand.

### STAY ALERT

Be aware of your surroundings. Don't get distracted by your phone. Don't use the phone while walking or driving. Don't use the phone in a way that could get you in trouble.

### DEVELOP HEALTHY HABITS

Use your phone responsibly. Don't use it for too long. Don't use it in bed. Don't use it in the car. Don't use it in a way that could get you in trouble.

### IGNORE UNKNOWN NUMBERS

Don't answer calls from unknown numbers. Don't answer texts from unknown numbers. Don't answer emails from unknown numbers. Don't answer anything from unknown numbers.

### SWITCH OFF GEOLOCATION

Turn off location services. Don't share your location with anyone. Don't use location-based services. Don't use location-based services in a way that could get you in trouble.

### THINK ABOUT OTHERS

Be respectful to others. Don't post anything that could be hurtful or offensive. Don't post anything that could get someone in trouble. Don't post anything that could get you in trouble.

### REMOVE TEMPTATION

Don't keep your phone in your room. Don't keep your phone in your car. Don't keep your phone in a place where someone else could find it. Don't keep your phone in a place where someone else could use it.

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# Upcoming Dates and Events

## COMING SOON - WHALESONG PROJECT

The Herd Theatre, will be coming into the school to deliver a Whalesong workshop with Year 3 and Year 4 children.

The workshop will explore a new picture book called Whalesong, a story about a whale and a dolphin and grief, and how best to support a friend going through a difficult time.

The workshops will take place on:

Wednesday 28th February 2024 for Year 4

Thursday 29th February 2024 for Year 3

Spring Term 2		
Monday 19 <sup>th</sup> February	Children back to school	
Monday 26 <sup>th</sup> February	Y3/4 Parents' meeting – Whalesong Project	2:00 – 3:00pm
Wednesday 28 <sup>th</sup> February	Parents' Evening	3:30 – 5:30pm
Thursday 29 <sup>th</sup> February	Parents' Evening	5:00 – 7:00pm
Thursday 7 <sup>th</sup> March	FOBS Glo Disco	Times TBC
Monday 18 <sup>th</sup> March	Y4 Residential – Newby Wiske (return Wed 20 <sup>th</sup> )	
Friday 22 <sup>nd</sup> March	Last day of term	

Summer Term		
Monday 6 <sup>th</sup> May	Bank Holiday	School Closed
WC Monday 13 <sup>th</sup> May	Year 6 SATs Week	
Monday 20 <sup>th</sup> May	School Photos	Class photographs
WC Monday 20 <sup>th</sup> May	Year 2 SATs Week	
Tuesday 21 <sup>st</sup> May	Year 1 Phonics Screening Meeting	3:30pm
WC Monday 3 <sup>rd</sup> June	Year 4 Multiplication Check (2 weeks)	
WC Monday 10 <sup>th</sup> June	Year 1 Phonics Screening Check	
Tuesday 18 <sup>th</sup> June	Year 1/2 Sports Afternoon	Parents welcome from 1:15pm
Wednesday 19 <sup>th</sup> June	Year 3/4 Sports Afternoon	Parents welcome from 1:15pm
Thursday 20 <sup>th</sup> June	Year 5/6 Sports Day	Parents welcome from 1:15pm
Friday 21 <sup>st</sup> June	EYFS Sports Day	
WC Monday 1 <sup>st</sup> July	Year 6 Production	Dates and times TBC
WC Monday 8 <sup>th</sup> July	Transition Week	



Aspiration

Knowledge

Achievement

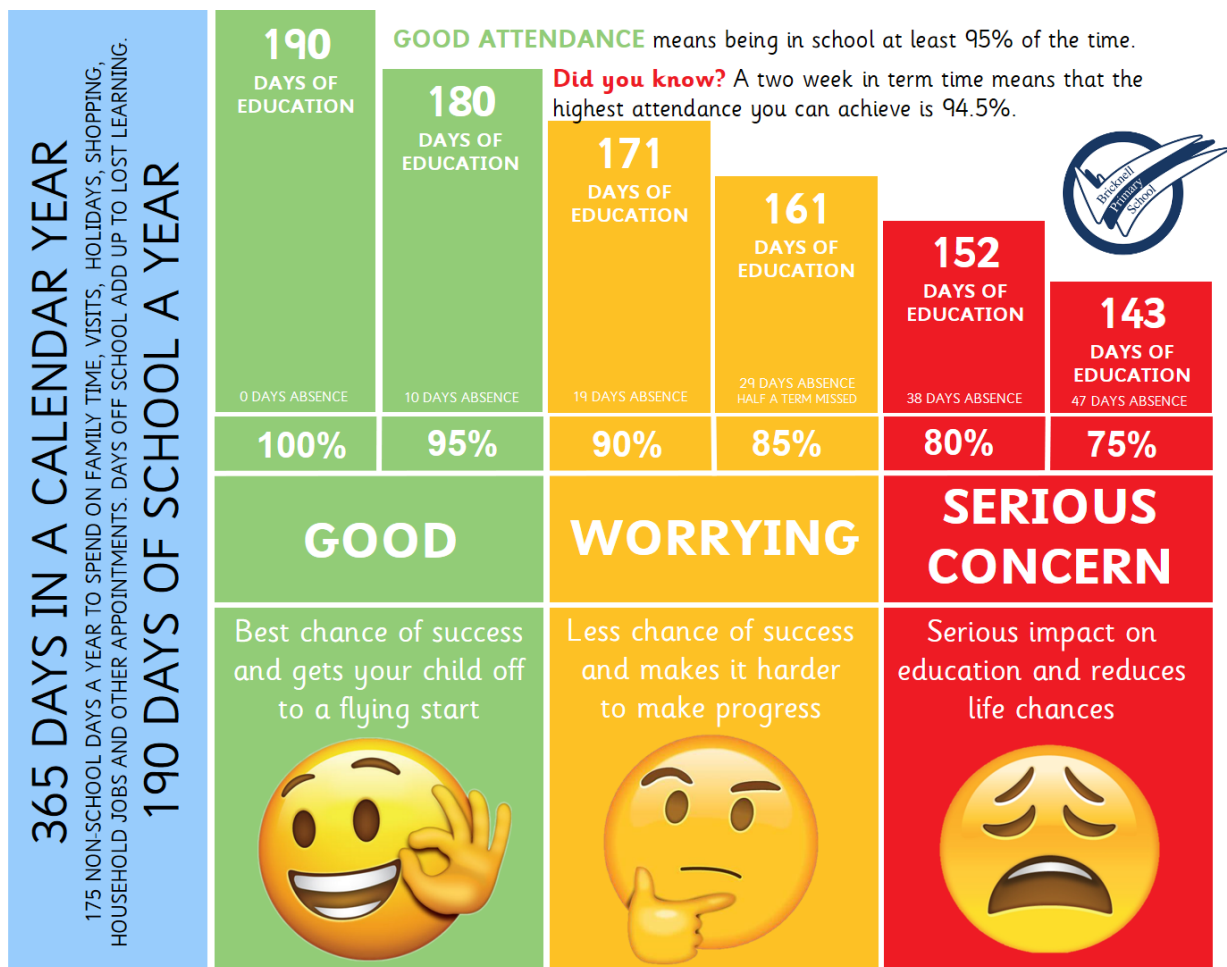


# Attendance

There is currently a major national drive on improving the attendance of children in education.



Did you know, if your child misses more than 10 days of school in an academic year their attendance falls below good?



Aspiration

Knowledge

Achievement



## EVERY MINUTE EVERY DAY COUNTS

STRIVE TO BE ON TIME

MINUTES LATE	IMPACT ON YOUR ATTENDANCE IN A YEAR
5 MINUTES A DAY =	3.4 days 98.4% attendance
10 MINUTES A DAY =	6.9 days 97.6% attendance
15 MINUTES A DAY =	10.3 days 94.6% attendance
20 MINUTES A DAY =	13.8 days 92.9% attendance
30 MINUTES A DAY =	20.7 days 89.2% attendance

It's not just being absent from school that can affect your child's attendance and education, being late can also have a huge impact.

If your child is late every day they miss key elements of learning such as phonics, grammar and guided reading.

School opens at 8:40am and the school day begins at 8:50am.



*Aspiration*

*Knowledge*

*Achievement*