



Meet the Teacher meetings  
September 2022

Eagles

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...

**Mrs Rogers**

**Mrs Calveley**

**Miss Green**



**Miss Donoghue**

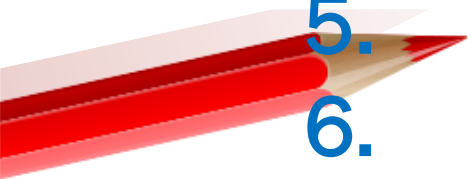
**Miss May**



# 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 £3



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

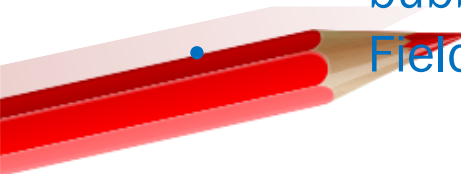
Punctuality!  
Jam packed!

## Eagles 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 Time Early Morning Work Carousel Activities
9.15	Collective Worship	Collective Worship	Collective Worship - Music 9.00am to 9.30am	Collective Worship	Collective Worship
9.45	English	English	English	English	Religious Education
					10.30pm Fluency Friday Spelling/Times Tables/Calculations Recall
10.45	Playtime				
11.00	Quiet Reading	Quiet Reading	Quiet Reading	Quiet Reading	Peacocks and Eagles Reading Buddies
11.15	Maths	Maths	Maths	Maths	<u>Heartsmart</u>
12.15	Lunch break Green Gang	Lunch break Green Gang	Lunch break Green Gang 12.45pm -1.15pm The Band	Lunch break Green Gang	Lunch break Green Gang
1.15	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
1.30	History/Geography	Science	1.30pm -2.15pm - Computing	PE	Art/D&T 1.30pm-2.25pm
2.30pm	Brain Break	Brain Break	2.20pm to 3.15pm - Music	Brain Break	2.25pm-3.10pm French
2.45	Guided Reading	Guided Reading		Guided Reading	
3.10	Reflection - School Prayer	2.50pm - Singing Squad 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
- 

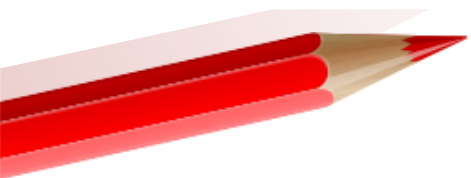


# Playtime Timetable



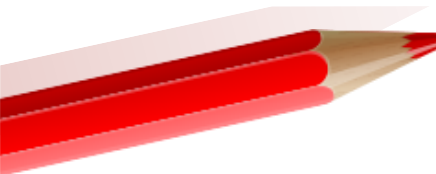
Play equipment for field (playtime)	Small balls Hockey sticks markers	Large balls Basketball posts	Hoops	Parachute	Winning Huff Puff Class choice
Play equipment for Playground	Books Colouring Board Games Sticky toffee	Books Colouring Skipping What's the time Mr Wolf	Books Colouring Bubbles Please Mr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





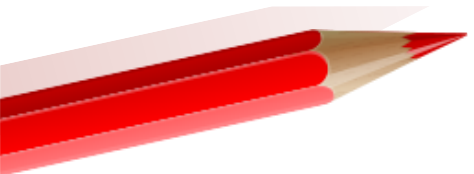
# Lunchtime

- 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

**Autumn - Terms 1 and 2**  
**Properties and change of Materials**  
*Learning to live. Living to Learn.*



Over the course of the term the children will be carrying out comparative and fair tests to explore the properties and changes in materials. They will be consolidating previous grouping and classifying knowledge to compare materials based on their properties and recording and analysing their findings.

**EAGLES — SCIENCE**

**Key Vocabulary and Definitions**

- magnetic:** Is attracted to magnets.
- reflective:** will bounce light off its surface.
- absorbent:** will allow liquids and gases to pass through it.
- permeable:** will let some liquid pass through its surface and hold it.
- translucent:** will stop energy such as electricity or heat from transferring through.
- flexible:** easy to bend.
- insulating:** will stop energy such as electricity or heat from transferring through.
- flammable:** will easily catch fire and burn quickly.
- transparent:** light passes through easily and objects can be seen clearly.

**Properties and changes in Materials**

- I can compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.
- I can use my knowledge of solids, liquid and gases to decide how mixtures might be separated, including filtering, sieving and evaporating.
- I can give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- I can demonstrate that dissolving, mixing and changes of state are reversible.
- I can explain changes using the correct scientific vocabulary.

**Working scientifically progression of skills.**

- I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables.
- I can use test results to make predictions to set up further comparative and fair tests.
- I can take accurate measurements using a range of scientific equipment taking repeated readings when appropriate.
- I can record data and demonstrate it in a variety of ways (graphs, tables etc).
- I can group and classify things and recognise patterns.
- I can use scientific language and ideas to evaluate and communicate my methods and findings.

**Skills I already have and I can use.**

- I can ask relevant questions and use different types of scientific enquiries to answer them.
- I can set up practical enquiries and take accurate measurements using standard units.
- I can gather, record, classify and present data.
- I can explain differences, similarities or changes related to simple scientific ideas and processes.
- I can record findings using simple scientific language and show them in different ways.
- I can use scientific vocabulary.

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

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



**Local: Rural and Urban Areas**

This term we will be exploring geographical comparisons in the South-East. We will be looking at similarities and differences between land use in Hertip, and surrounding London areas. These meaningful experiences will help to progress and consolidate their geographical knowledge.

**EAGLES - GEOGRAPHY**

**Geographical and fieldwork skills and progression.**

- I can build on my map skills by communicating locations through grid references and coordinates.
- I can explain what makes a good map symbol and why.
- I can focus on observing and recording the changes of human features over time, for example trade patterns.
- I can use fieldwork to observe, measure, record my findings.
- I can present the human and physical features in the local area using a range of methods including sketching maps, plans and graphs.
- I can use digital technology to support my understanding.

**What I already know and can do:**

- I can use and interpret maps, globes, atlases and digital maps.
- I can explain how the locality is set within a wider geographical context.
- I can know who I know the physical and human features of my locality.
- I can use explain key natural resources, e.g. water in the locality.
- I can understand the effect of landscape features on the development of a locality.
- I can use fieldwork instruments e.g. camera, rain gauge.
- I can make more detailed fieldwork sketches and diagrams.


**Key Vocabulary and Definitions**

- Urban planning:** constituting a city or a town.
- communities:** a social group of any size whose members reside locally.
- Climatic conditions:** the long term prevalent weathers conditions of an area.
- Landforms:** any natural features of the earth surface such as valleys and mountains.
- Ecosystems:** a functioning unit of nature defined by a complex set of relationships among its living organisms.
- redevelopment:** To rebuild or replan an area.
- settlement:** the establishment of a new region.
- Characteristics of places:** includes people, climate, production, landforms, built elements of environment. Some characteristics are tangible for example rivers and building.
- Longitude:** measurement from east and west of prime meridian.
- Latitude:** measurement from north to south of equator.

**Location knowledge**

- I will become confident in collecting, analysing, and communicating a range of data.
- I can explain how the Earth's features at different scales are shaped, interconnected and change over time.
- I have developed an understanding of recognising and identifying key physical and human geographical features.

**Autumn - Terms 1 and 2**  
**Drawing and Painting Techniques**  
*Learning to live. Living to Learn.*



**Banksy and Street Art in Kent**

Eagles will be learning about the work of Banksy and exploring street art in Kent. The artist techniques we will be focusing on in drawing and painting.

**EAGLES - ART**

**Key Vocabulary and Definitions**

- Contrast** - refer to the arrangement of opposite elements.
- Tone** - is the lightness or darkness of colour.
- Texture** - refers to the way things feel or look as though they might feel if they were touched.
- Atmosphere** - a feeling or mood created pictorially.
- Geometric** - the use of straight lines and shapes.
- Atmosphere** - a feeling or mood created pictorially.
- Composition** - the arrangement and placement of objects in a piece of art.

**Drawing and Colouring Skills and Progression:**

- I can use different grades of pencil to apply one to drawings.
- I can use different sketching techniques such as hatching, cross-hatching, stippling, blending and scribbling.
- I can make marks and lines using a range of dry media including computer software, charcoal, pencils and pastels.
- I can effectively blend colours using different materials such as watercolours, oil pastels and colouring pencils.
- I can produce detailed drawing from observations and photographs.
- I can demonstrate an awareness of the direction of light and shading.
- I can create secondary and tertiary colours by mixing.
- I can mix colours to create tints, tones and shades.
- I can choose colours to create a mood.
- I can use different techniques in my artwork, such as washing, blending, blocking colour and using thick paint for texture.

**What I already know.**


- I can explore a variety of media for drawing, such as pencils, pens, crayons, chalk, pastels, charcoal, and ICT software.
- I can use a variety of drawing techniques that explore pattern and tone such as stippling, cross-hatching and blending.
- I can use different grades of pencil to explore tone.

**Banksy**

Banksy is a pseudonymous street artist. I can discuss the artist's response.

I can talk about the works of Banksy.

I can use inspiration to create my own work.



# 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

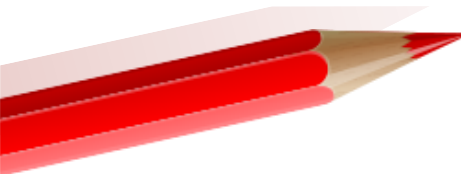
Eagles

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).



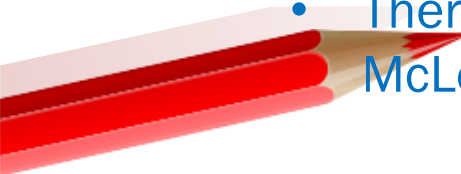

# School Rules

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!
- 
- A red pencil is positioned at the bottom left of the slide, pointing towards the right.

# Communication

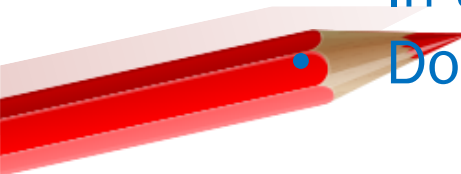


- Paperless
  - Dojo: before school, lunchtime, playtime, after school.
  - Make contact with your class teacher in the first instance
  - PPA for Mrs Rogers is **Friday**. Please always afford her a week to get back to you and arrange to see you. If you have not heard from her by her PPA day, feel free 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.
- 





## 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
- 

# 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!