



Meet The Teacher

SEPTEMBER 2024

Welcome back to a new academic year!

- ▶ I am really pleased to welcome you back to a new academic year at Culverstone Green.
- ▶ This year we are focusing on the strengths of our amazing school and making the improvements started last year following Ofsted.
- ▶ We hope the Meet The Teacher Event gives an opportunity for you to meet your child's new class teacher, provide some useful information and allow you to ask any questions you have.
- ▶ We look forward to seeing you at the BBQ on Friday at 3.30pm.
- ▶ I am always available on the gate or by e-mail if you have any questions.

James Bernard, Headteacher

Welcome to Culverstone
Green Primary School!



Term Dates

TERM ONE	2nd September - 25th October
TERM TWO	11th November - 20th December
TERM THREE	6th January - 14th February
TERM FOUR	24th February - 4th April
TERM FIVE	22nd April - 23rd May
TERM SIX	2nd June - 22nd July
INSET DAYS	
4th-7th November 2024, 23rd July	
BANK HOLIDAY	
5th May 2025	

Staff at Culvestone Green Primary School

- ▶ Headteacher - James Bernard
- ▶ Senior Leadership Team
 - Mrs Blunderfield - SENCO
 - Mrs Guy - Assistant Headteacher and Year 5 Class Teacher
 - Mr Burbeck - Key Stage Leader
- ▶ Office Team
 - ▶ Mrs Wahed - School Business Manager
 - ▶ Mrs Sheress (M, T, W) and Mrs Rice (W, Th and Fr) - Admissions and Reception



Class	Teacher	Teaching Assistant
Elmer – Reception	Mrs Armstrong	Mrs Mole
Gruffalo – Year 1	Mrs Vickers	Mrs Ryan/Mrs Selvajith
Paddington – Year 2	Mr Ashford	Miss Luxford
Varjak – Year 3	Miss Ash	KS2 TA Team: Mrs Du Plessis Mrs Holden Mrs Osborn
Hedwig – Year 4	Stuart Elrick	
Aslan – Year 5	Mrs Guy (M, T, W)	
Wolf – Year 6	Mr Burbeck Mr Bernard (1 day)	Mrs Osborn (Mondays) / Mrs Ridout (Rest of the Week)

What does the year look like?

History Year 2

How was school different in the past?

Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.

How did we learn to fly?

Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.

What is a monarch?

Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.

Geography Year 2

Would you prefer to live in a hot or cold place?

Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.

Lesson 5 involves fieldwork.

Why is our world wonderful?

Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.

Lesson 5 involves fieldwork.

What is it like to live by the coast?

Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.

Lesson 5 involves fieldwork.

Year 2

Living things: Habitats

Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. They name plants and animals in a range of habitats and recognise how living things depend on each other. Pupils create food chains to show the sequence that living things eat each other.

Lessons: 6

[View lessons](#)

Living things: Microhabitats

Building on their knowledge of habitats, pupils discover that microhabitats provide what minibeasts need to survive. They learn that scientists use a range of skills to answer questions and plan and carry out an experiment to find out the conditions woodlice prefer.

Lessons: 6

[View lessons](#)

Materials: Uses of everyday materials

Recognising that materials are suitable for specific purposes and understanding their properties, exploring how actions such as stretching and bending affect the shape of solid objects and comparing the suitability of materials by carrying out tests and recording data.

Lessons: 6

[View lessons](#)

Animals: Life cycles and health

Identifying and describing the different stages of animal life cycles, including that of humans, recording and interpreting data to show growth in humans and explaining how to keep healthy.

Lessons: 6

[View lessons](#)

Plants: Plant growth

Carrying out comparative tests, pupils discover the conditions required for seed germination. They use rulers to measure stem height and record data in a results table. Through practical investigation, pupils learn that plants need water, light and a suitable temperature to grow and stay healthy.

Lessons: 6

[View lessons](#)

Making connections: Plant-based materials

Children identify ways to reduce, reuse and recycle and draw on their knowledge of properties to invent unusual and creative uses for old objects. They discover some natural materials are derived from plants and look at the processes involved in making paper. Using their observational skills, they conduct simple tests to choose the most suitable material for making homemade plant pots, venturing outdoors to find natural materials to decorate them.

Lessons: 5

[View lessons](#)

What does a normal day look like?

	Monday
8.30	Arrival
8.45	Registration and Orange Time
9.00	Read Write Inc.
9.15	
9.30	
9.45	
10:00	Playtime
10:15	Maths
10.30	
10:45	
11.00	
11:15	English
11:30	
11:45 - 12:45	Lunch

12:45	English
1:00	
1:15	P.H.S.E
1:30	
1:45	P.E.
2:00	
2:15	
2:30	
2:45	Values Assembly
3.00	Story Time

What Maths looks like at Culverstone.

- ▶ For Maths we follow the White Rose Maths scheme.
- ▶ Lessons are practical, focused on small steps and teachers adapt lessons as needed.
- ▶ Year 4 students take the Multiplication Check at the end of the year.
- ▶ Times table practice is a focus of every year group.
- ▶ The school uses Numbots, Times Table Rockstars and Ninja Maths to support this.

What Reading and Writing looks like at Culverstone.

- ▶ In EYFS and KS1 we follow the Read Write Inc. scheme.
- ▶ Phonics is taught daily in EYFS and Key Stage 1. In Key Stage 2 children have Guided Reading sessions daily focusing on the key skills of reading.
- ▶ Each term carefully selected texts are used in English lessons.
- ▶ Children have a weekly session in the library.

- ▶ *Reading is prioritised. Regular assessments in phonics ensure that pupils receive lessons tailored to their different abilities. Access to reading books that are matched to the sounds pupils know helps them to become fluent readers. For pupils who need extra support to keep up with their peers, staff provide extra sessions, using a range of different approaches to address gaps in their learning. More widely, pupils benefit from a carefully curated selection of books. This exposes them to different authors and genres and encourages them to develop a love for reading. Ofsted 2024*



What the Wider Curriculum looks like at Culverstone.

- ▶ For many of our Foundation Subjects we are using the KAPOW scheme of learning this year. More information for parents will be sent home about KAPOW.
- ▶ We have chosen KAPOW as it is engaging, practical and covers a wide range of knowledge and skills.
- ▶ Our new website will have more information so you can see exactly what your children will be covering this year.

The logo for Kapow Primary, featuring the word 'Kapow' in a large, blue, handwritten-style font, with 'Primary' in a smaller, blue, handwritten-style font below it, and a small trademark symbol (TM) to the right of 'Primary'. The logo is set against a white background with orange and yellow geometric shapes around it.

Kapow
Primary™

P.E. Days

Year Group	Day of the Week
Reception	Tuesdays
Year 1	Wednesdays and Fridays
Year 2	Mondays and Thursdays
Year 3	Thursdays
Year 4	Fridays
Year 5	Wednesdays
Year 6	Tuesdays

Please ensure ear-rings are taped or removed on P.E. days - we are unable to tape ear-rings for children.

Year 5 will have swimming on Thursday afternoons.

Woodlands School

- ▶ Each term the children will have a day in the Woodlands School.
- ▶ It will also be used when appropriate to support the learning in certain areas.
- ▶ It is our focus to develop the area and pond area over the course of the year.



Behaviour

- ▶ Each class has a rainbow, and children start on green every day. The aim is to move up the rainbow and reach gold!
- ▶ Our behaviour strategy is focused on positives and rewards. However, children can move down the rainbow to yellow, orange and then red.
- ▶ There will be a new whole school behaviour signal called Give Me 5!
- ▶ Parents will be informed if a child is regularly moving to red to look at what can be done to ensure all children are showing the core values of the school.
- ▶ Mrs Guy will be developing our Behaviour Strategy this year and will be creating a working party with parents.





GIVE ME 5!

5 - YOUR EARS ARE LISTENING 

4 - YOU HAVE FINISHED WHAT YOU ARE DOING 

3 - YOUR BODY IS STILL 

2 - YOU ARE QUIET 

1 - YOU ARE READY FOR THE NEXT INSTRUCTION 

 



Rewards

- ▶ To focus on the positives and provide incentives there are a range of rewards we use.
- ▶ Headteacher and SLT Gold Stickers - these are worth two points.
- ▶ Core Value Wristbands - these are worth three points.
- ▶ Termly prizes for children with the most behaviour points - this was well received last year!
- ▶ Attendance awards and certificates.
- ▶ Weekly celebration assembly certificates - this year we will be making these celebrations bigger and better!



Homework

- ▶ Focus is on daily reading, spellings and times tables.
- ▶ For children in EYFS, parents are encouraged to read a bedtime story each night for about 10 minutes. Children will also be given sounds to learn to help them with their own reading.
- ▶ In Years 1 and 2, we encourage the children to read for 15 minutes each day. Depending on their ability, the children may choose to read to you, or you may wish to read to them.
- ▶ We will be using EdShed and Times Tables Rockstar for homework this year.

Lunchtime

- ▶ RELISH will now be used for ordering food for lunch.
- ▶ You will be able to book your child's lunch from home.
- ▶ Lunchtimes are
 - ▶ 11.30am-12.30pm for Reception
 - ▶ 11.45am - 12.15pm for Year 1, 2 and 3
 - ▶ 12.00pm -1.00pm for Year 4, 5 and 6

Menus will be sent home termly to parents.



Uniform

- ▶ Please ensure all items of uniform are labelled.
- ▶ P.E. kits
 - ▶ P.E. kits should be worn to school on P.E. days
 - ▶ House Colour T Shirt
 - ▶ Plain shorts
 - ▶ Plain Tracksuit
 - ▶ Trainers



Attendance

- ▶ New DFE Guidance started on August 19th, you may have seen this in the news.
- ▶ Schools are unable to authorise absence unless exceptional circumstances.
- ▶ Schools now report daily attendance to the DFE.
- ▶ Fines have now increased for periods of 5 or more days of unauthorised absence.

- ▶ **90 % attendance sounds good, but means that your child misses:**
- ▶ One half day each week
- ▶ Nearly four weeks every school year
- ▶ Over one school year in a school career
- ▶ A child whose attendance falls below 80% will rarely achieve their potential.
- ▶ **The minimum acceptable attendance set out by the Government is 96%.**

Contacting the School



ClassDojo

- ▶ Dojo will be used for messaging and set up shortly.
- ▶ Please e-mail the school office or the headteacher e-mail with questions and they will be forwarded to class teachers.
- ▶ Office e-mail: cgps-office@golden-thread.org
- ▶ Headteacher e-mail: cgps-headteacher@golden-thread.org

- ▶ Members of SLT are on the gate every morning and afternoon to answer any questions.

Thank you for attending.

▶ Any questions?