



BRAMHOPE PRIMARY SCHOOL

PARENT PACK

Autumn Term 1 2025

Welcome back! This information pack contains all the information you need about your child's learning for the autumn term.

If you require any further information, please email your child's class teacher in the first instance.

What will my child be learning this term?

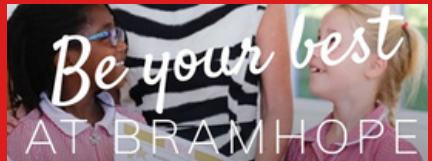
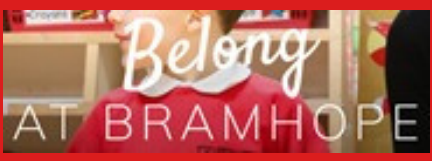
- **School's Vision**
- **Overview of the curriculum**
- **Curriculum updates**
- **Curriculum highlights**
- **Curriculum topics**
- **Reading at Bramhope**
- **Personal development**
- **Dates for your diary**



How do I know my child is doing well this term?

How can I help my child this term?

- **Expectations for home learning**
- **Support with phonics, reading and writing**
- **Support with your child's learning.**



Support for pupils with Special Education Needs and Disabilities

- **Safeguarding Bulletin**
- **Online Safety**
- **Attendance**
- **Working with Families**

THE SCHOOL'S VISION

Within the classroom, our primary intent is to teach children to become readers, writers, and mathematicians. However, our curriculum is broad, and we want to inspire children to begin to think and act as artists, geographers, musicians, scientists, designers, historians, linguists, sportsmen and women.

Outside the classroom, we want to teach children to become good citizens. Our school motto is Belong; Be your best; Be Bramhope. This describes our ethos.



Belong: feeling part of our school and being inclusive.

- Ensuring children feel that they belong in our school community
- Enabling children to contribute to our local community
- Helping children learn about the global community

Belong refers to our school community. Every adult and child associated with the school is welcomed and included. Children are taught to behave in a way that allows this to happen. We also teach children about the importance of contributing to other communities, local, national, and international.



Be Your best: achievement through effort

- Having high expectations of academic achievement
- Demonstrating a positive attitude to learning
- Being resilient and independent

Be your best refers to challenge and our response to being challenged. The school aims to provide challenge for all children, regardless of starting points, across the curriculum. Children are encouraged to be independent in their learning and show resilience when they find things difficult.



Be Bramhope: being kind, responsible citizens and leaders of the future

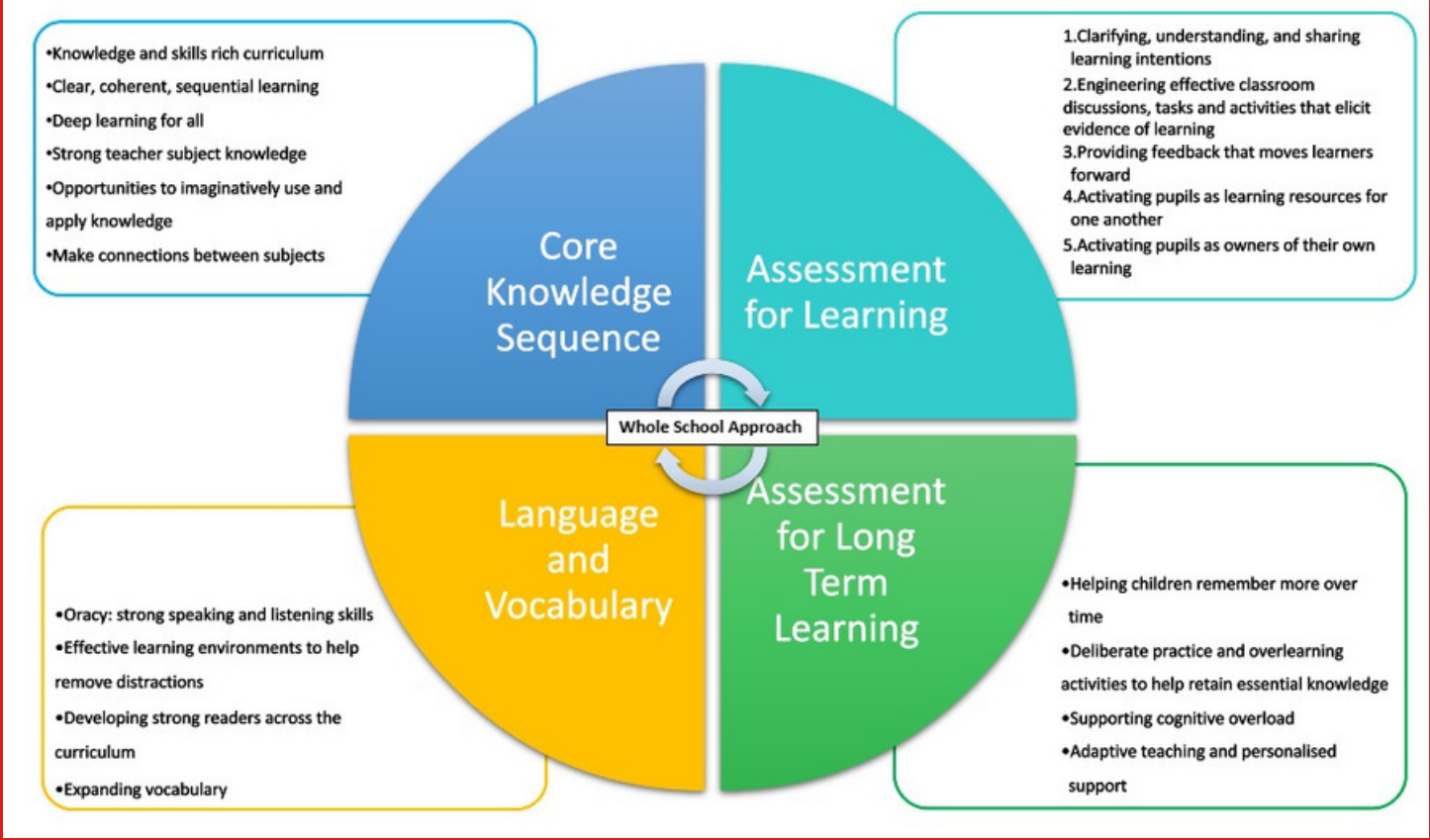
- Having high aspirations for the future
- Taking opportunities
- Becoming a leader

Be Bramhope refers to the personal characteristics we want our pupils to develop whilst they are at our school and build upon once they have left it. We want our pupils to stand out as confident and ambitious. We help children develop informed opinions and provide leadership opportunities.

OVERVIEW OF THE CURRICULUM

Our school is known for much more than our academic results; we place emphasis on the importance of reading and the core subjects of English and Maths, but are committed to providing children with a broad curriculum led by teachers who are passionate about their subject areas. Outside of the school day children are encouraged to extend their learning by joining a range of extra-curricular clubs and activities.

OUR CURRICULUM OFFER CAN BE SUMMARISED BY THE FOLLOWING DIAGRAM:



As the school transitions from mixed-age classes to single-age classes, we are adapting our curriculum each year to reflect these changes.

We continue to develop a highly structured, knowledge-rich curriculum built around a core knowledge sequence, enabling children to acquire knowledge in small, sequential steps within each subject. Clear, coherent and sequential learning is carefully planned, so that children know more and remember more, building their long-term memory over time. We provide opportunities for deep learning within each subject. More time is taken on each element of knowledge so that it can be understood more deeply and connections can be made across different subjects. Once children have achieved age-related expectations, they can look into these areas in greater depth and with greater challenge.

Rigorous assessment procedures ensure that no child is left behind. AfL (Assessment for Learning) strategies help teachers and children acquire new knowledge and skills. Our feedback policy focusses on Dylan William's five strategies for 'Embedding Formative Assessment':

1. Clarifying, understanding, and sharing learning intentions
2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating pupils as learning resources for one another
5. Activating pupils as owners of their own learning

Assessment for Long Term Learning enables teachers to understand what children have learnt and helps children embed learning in their long-term memory. We provide personalised support to all children, including those with physical, behavioural or learning difficulties, so that they have what they need to access the curriculum. We ensure that we do not overload children's working memory and use a variety of strategies to help children learn more and remember more over time. We use funding streams carefully to ensure that children, for example those with SEND or in receipt of the Pupil Premium, make rapid progress to attain age-related expectations and have experiences that enrich their learning to help them increase their vocabulary and knowledge.

Dialogic talk is a key element of our teaching pedagogy. The focus on talk enables pupils to develop strong communication skills, and the ability to ask questions, to deepen their learning so that they can approach tasks both collaboratively and independently. This approach supports our vocabulary-rich curriculum.

Teachers plan opportunities in all subjects for pupils to think in different ways, find different solutions, create original designs, make connections between subjects and imaginatively use and apply knowledge. Performing in music, drama and sport activities are highly valued as part of the broader curriculum to enrich knowledge and skills taught in subject lessons.

OVERVIEW OF THE CURRICULUM

We have a strong, nurturing ethos where we are committed to developing each and every child as an individual. Working in close partnership with children and parents, we hope to foster an ethos of mutual respect and co-operation within a secure and stimulating environment.

Spiritual, moral, social and cultural education (SMSC) is threaded throughout school life to prepare pupils for life in modern Britain and teach them how to keep safe. We enable our pupils to succeed through challenging tasks and activities that encourage them to take risks and be creative. We develop their ability to think independently, enabling them to transfer their learning to all aspects of their lives, thus preparing them for the future.



We promote the rich diversity of Britain and the wider world so that pupils can engage with society and understand their place in it, irrespective of their circumstances, special needs or disability. We are committed to the active promotion of the four fundamental British values through the Personal Development Curriculum and subject curricula as part of Spiritual, Moral, Social and Cultural education:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance.

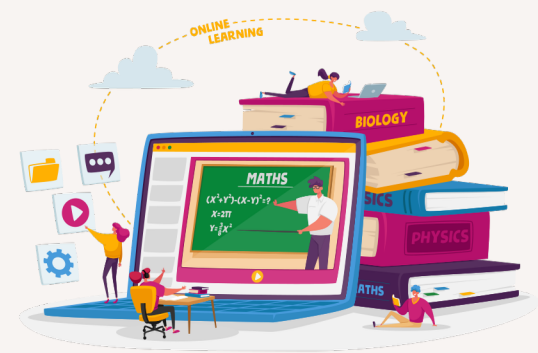
We carefully plan for special events that support this ethos. This may include a school trip, visitors to school or a planned event. Such events may be planned for the beginning, middle or end of a topic to provide a link to previous learning; develop enquiry-based learning; acquire new knowledge and vocabulary and place learning in context or to deepen/master learning.

If you would like further information regarding the curriculum, please access the curriculum pages on our website using the link below or contact Richard Street at admin@bramhopeprimaryschool.co.uk

[Click here for a link to the curriculum pages](#)



CURRICULUM UPDATES...



Here at Bramhope, our curriculum is constantly evolving. We are always looking for ways to improve our curriculum offer and develop our teaching so that children make the best possible progress and achieve the highest outcomes. Here are some of the things we are focussing on this year to help us achieve this:

1) EMBEDDING THE MAIN PRINCIPLES OF DIALOGIC TALK (ORACY).

Dialogic teaching harnesses the power of talk to stimulate and extend children's thinking, and to advance their learning and understanding. It helps children not only develop their oracy skills but also their listening skills. We will continue to enhance opportunities for pupils to develop their oracy skills with new initiatives.

2) FOCUSING ON THE COGNITIVE SCIENCE TO HELP CHILDREN REMEMBER THE KEY INFORMATION THEY NEED

Children are expected to remember a lot of information! To help them remember the essential knowledge in our curriculum, we will embed our 'knowledge sentences' for each unit of work (in every subject) so they can be shared throughout each lesson. We will continue to embed initiatives to help children retrieve essential knowledge.

3) FURTHER DEVELOPING WRITING

Following the release of a new Writing Framework by the Department for Education, the school will review its current provision and develop a writing improvement plan to help enhance our current provision. We will further develop our practice with updated training and resources to support planning and teaching.

4) FURTHER DEVELOPING PROVISION FOR PUPILS WITH SEND.

Evidence shows that improving provision for pupils with Special Educational Needs and Disabilities actually benefits all pupils. We will further develop provision in Communication and Interaction; Cognition and Learning, and Social, Emotional and Mental Health. We will enhance our provision for pupils within the foundation subjects. We will build upon our work last academic year to help support parents of pupils with SEND.

5) NEW CURRICULUM FOR MUSIC AND DESIGN TECHNOLOGY

Having developed a new curriculum for Art & Design last academic year, we will continue to develop our creative subjects. This year, we will review music and design technology and develop a new curriculum with enhanced resources and opportunities within both subjects.

If you have any questions about our curriculum, please get in touch with your child's class teacher in the first instance



CURRICULUM SPOTLIGHT...

Early Years Foundation Stage

Within Early Years at Bramhope Primary, we aim to:

- Foster a love of learning
- Create an enabling environment and a wide range of learning opportunities, where adults facilitate the children’s learning.
- Build strong positive relationships between children and adults to enable positive interactions.
- Develop independent learner
- Offer a broad and rich curriculum that incorporates children’s interest
- Provide a curriculum that utilises the school’s environment
- Challenge children at their own challenge point to develop resilience and persistence.
- Our primary intent is to teach children how to become readers, writers and mathematicians. However, our curriculum is broad and we want to inspire children to become artists, geographers, musicians, scientists, designers, historians' linguists and sportsmen and women. Outside the classroom, we want to teach children to become good citizens.



The Curriculum

The Early Years Foundation Stage Framework and The Early Years Development Matters are the basis of our Early Years curriculum and learning is planned through exciting half termly topics. Our reception classes follow the structure outlined in the EYFS framework. The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected.

Teaching

Children receive a balance of adult focused, adult initiated and child led activities, which are adapted throughout the year as they transition into Year 1. There are set routines that we follow each day. Pupils are taught in their classes for Maths, Literacy and understanding the world teaching lessons and grouped into smaller groups for phonics. They mix between classes for continuous provision. Continuous provision is an opportunity for children to learn through play. In addition, pupils have adult-led sessions to support specific areas of learning such as internet safety or healthy relationships.

We enrich the Early Years Framework with our bespoke curriculum. Our curriculum enhances the experiences and opportunities available to our pupils. We aim to provide: Weekly small group cooking sessions in our reception kitchen, which works on developing cooking skills. Weekly school garden visits to do outdoor activities such as; observing seasonal changes, observing pond life, plant vegetables, mini beast hunts. Weekly visits to the school library for a story session and to choose a book to share with their adults at home. Weekly visits from a ‘mystery visitor’ (parent or an adult from the community) who either introduces the world of work or explains about a broad range of festivals, hobbies, or interests from first-hand experiences.

[Click here to find out more about our EYFS curriculum](#)

There are seven areas of learning within the early years foundation stage, and these areas are divided into further categories that make up the 17 early learning goals. In the final term of the year in which the child reaches five, the reception reception class teacher will complete an early years foundation stage profile (EYFSP) for each child and their development will be assessed against each of the early learning goals. Each early learning goal describes what children at the expected level of development will be able to do.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

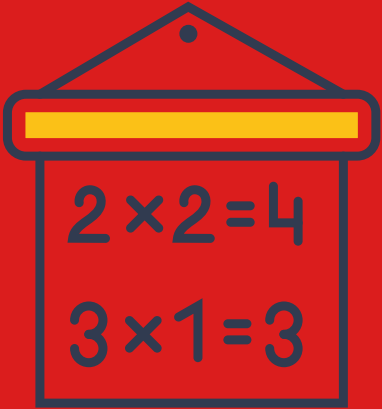
Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Times Tables at Bramhope

To ensure that all children can recall all times tables up to 12x12 by the end of Year 4, tables are taught and practiced from Y2. Our expectation for every child is as follows:

- By the end of Year 2, children can rapidly recall their 2x, 5x and 10x tables
- By the end of Year 3, children can rapidly recall their 2x, 5x and 10x tables as well as their 4x, 8x, 3x,
- By the end of Year 4, children can rapidly recall all their



CURRICULUM TOPICS FOR THE AUTUMN TERM

Early Years

The reception overview is too large for this document. Please [Click here](#)

CURRICULUM TOPICS FOR THE AUTUMN TERM

Year 1

Year group: 1		Term: Autumn 1
Subject	Strand	Unit of work title / Overview
English	Reading	Class Text: Belonging, Jeannie Baker. Making links from the pictures in the text to our own personal experiences.
	Writing	Using the images from the text as a stimulus to write sentences including an adjective and simple conjunction to tell our reader more.
	Phonics/Spelling	Recap previous learning, revisit and review Read Write Inc Set 2 and begin to learn Set 3 Sounds.
	Grammar	Use simple conjunctions: and/because to join clauses, generate and use adjectives to describe, explore the functions of nouns, verbs and adjectives.
	Punctuation	Full stops, capital letters and finger spaces.
Maths	Mental calculations	Number bonds and fact families and related facts to 10.
	Written calculations	Addition and subtraction to 10.
	Units of work	Place Value within 10; addition and subtraction within 10.
Science	Working scientifically	Observing over time.
	Units of work	Observing seasonal change: Summer to Autumn.
Spanish	Units of work	Los Saludos: Greetings
Geography	Units of work	The United Kingdom: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Art	Units of work	Exploring different painting and printing techniques: Explore primary and secondary colours, identify warm and cool colours, paint from observation, explore different techniques to make marks in print.
Music	Units of work	‘My musical Heartbeat’ - Social Question: How can we make friends when we sing together? Pulse – Begin to understand that pulse is the heartbeat of music. Clap in time to the music.
RE	Units of work	Which books and stories are special to me and other religions?
Computing	Units of work	E-Safety: Know that Passwords protect information, accounts, devices. Hour of Code Course A: Understand that an algorithm is a precise set of instructions and how these are used to create programs on digital devices.
PE	Units of work	Multi Skills: Team Games. Play competitive games and apply basic principles suitable for attacking and defending, with a focus on communication and teamwork.
PSHE	Units of work	Relationships – Who is special to us? Exploring families, friends and acquaintances and the roles that we collectively play in demonstrating that we care for others.

Year 2

Year group: 2		Term: Autumn 1
Subject	Strand	Unit of work title / Overview
English	Reading	To develop fluency and expression. To explore and understand a text.
	Writing	Writing to entertain: Narrative retell, character description and setting description. Key texts: Gorilla by Anthony Browne, Grandad’s Island by Benji Davies and Inside the Villains by Clotilde Perrin.
	Phonics/Spelling	Read Write Inc. Recapping all set 2 and 3 sounds. Year 1 and Year 2 Common Exception Words. Homophones e.g. sea and see
	Grammar	Select, generate and effectively use nouns. Select, generate and effectively use verbs. Identify, generate and effectively use noun phrases (for description). To say, write and punctuate compound sentences using joining words and, but so and or (co-ordination).
	Punctuation	secure the use of full stops, capital letters, exclamation marks and question marks.
Maths	Mental calculations	Number bonds to 10 and 20. Counting in 2s, 5s and 10s.
	Written calculations	Representing numbers and objects to 100. Partitioning numbers into tens and ones. Addition and subtraction.
	Units of work	Place value: Recognise tens and ones, partition numbers to 100 using place value charts and part-whole models. Write numbers to 100 in expanded form. Label 10s and 1 on a number line to 100 and estimate numbers on a number line. Addition and Subtraction: Bonds to 100 (tens). Adding three 1-digit numbers, add and subtract across a 10, add two 2-digit numbers (across a 10) and subtract two 2-digit number (across a 10). Mixed addition and subtraction.
Science	Working scientifically	Identifying, classifying and grouping.
	Units of work	Through exploring a range of materials, we will be identifying and comparing the suitability of everyday materials for particular uses. We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Spanish	Units of work	Anita y Osito. A story about Anita going for a picnic with her teddy bear. Children will learn the vocabulary that goes with the story.
Geography	Units of work	Where we are in the world: We will be using maps, atlases and the internet to identify, label and explore key features of the seven continents and five oceans. We will identify the equator, northern hemisphere and the southern hemisphere on world maps and the globe. We will learn about Europe in detail including learning about the countries, landmarks and surrounding oceans.
Art/D.T.	Artist	Piet Mondrian and Kandinsky.
	Units of work	Painting - Genre: Abstract: mixing, colour and lines. Outcome: Kandinsky-style painting
Music	Musician	Tony Chestnut (Traditional), I want you to be my baby (John Hendricks), Fanfarra (Cabua-le-le) (Sérgio Mendes), Hi lo chicka lo (Traditional)
	Units of work	In this unit, pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion, and working by ear, explore call-and-response, making up call-and-response patterns with actions, their voices and with instruments
RE	Units of work	In this unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.
Computing	Units of work	Developing our understanding of technology and how it can help us in everyday life. We will develop our understanding of what information technology (IT) is and will begin to identify examples. We will discuss where we have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. We will then investigate how IT improves our world, and the importance of using IT responsibly.
P.E	Units of work	Multi skills games that focus primarily on communication and teamwork. Through the unit we will explore different ways of evading opponents, develop control of a ball, develop accuracy and control when striking a ball with the foot and how to change speed and direction easily/quickly.
PSHE	Units of work	We will be learning about how people make friends and what makes a good friendship. Exploring how to recognise when they or someone else feels lonely and what to do in these situations. We will be learning simple strategies to resolve arguments between friends positively and how to ask for help when necessary. Encouraging throughout how we talk about and share our opinions on things that are important. We will be exploring this through picture books such as Meesha Makes Friends by Tom Percival.

Year 3

Year group: 3		Term: Autumn 1
Subject	Strand	Unit of work title / Overview
English	Reading	Continue to develop fluency including accuracy, automaticity and prosody. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Retrieve information from a text, identify main ideas and draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Writing	The Boy, the Troll and the Chalk by Anne Booth. Read and analyse narratives in order to plan and write their own versions. Generate and select from vocabulary banks.
	Spelling	Suffixes including –s, -es, -er, -ed and –ing. Prefix un- and dis-. Apostrophe for contractions. Words with the /ei/ sound spelt ‘ei’ (vein), ‘eigh’ (eight), ‘aigh’ (straight) or ‘ey’ (they). Homophones including brake/break, grate/great, eight/ate, weight/wait, son/sun. Common exception words.
	Grammar	Noun phrases to describe and specify, co-ordination and subordinating conjunctions, use past tense correctly and consistently, use adverbs to add detail.
	Punctuation	Correctly demarcate sentences (statement, command, exclamation and questions). Capital letters, full stops, question marks, exclamation marks, apostrophe for possession and contractions, commas in a list.
Maths	Mental calculations	Place value: Represent number to 1000. Partition and flexibly partition of numbers to 1,000. Find 1, 10 or 100 more or less of numbers within 1000. Compare and order numbers to 1,000. Number lines to 1,000. Count in 50s.
	Written calculations	Addition and subtraction: add and subtract 100s, add and subtract two numbers (across a 10), add 2-digit and 3-digit numbers, subtract a 2-digit number from a 3-digit number, inverse operations.
	Units of work	
Science	Working scientifically	Comparative and fair testing, pattern seeking, research using secondary sources.
	Units of work	Rocks and soil: sorting and grouping different rocks based on their appearances and making observations about their properties. Understanding how rocks and fossils are formed. Explain what soil is made of, comparing different soils and investigating their water retention.
Spanish	Units of work	Aprendo Español (I am learning Spanish): Use key greetings, ask and answer the questions ‘How are you?’ in Spanish, ask and answer the question ‘What is your name?’ in Spanish, count to 10 in Spanish, read, write, say and recognise 10 colours in Spanish.
History	Units of work	The Stone Age: To understand that pre-history means before information was written down. That the Stone Age gets its name from the flint used to make weapons and tools. We will learn about the three periods of the Stone Age; Palaeolithic, Mesolithic, and Neolithic and the changes that occurred throughout them. We will begin to understand how archeology helps us found out about how people lived in the past.
Art	Units of work	Drawing. Genre: Draw from first-hand observations and secondary sources. Artist: Leonardo Da Vinci Techniques: exploring hatching and cross-hatching to show tone and texture, draw difference forms and shapes, identifying shadow and light, blend tones accurately to create soft gradients, explore different grades of pencils and charcoal, creating tone and texture.
Music	Units of work	Sing Up: I’ve been to Harlem Compose an ostinato using a five-note scale called a pentatonic scale, sing a call-and-response song in groups, sing long notes confidently, play accompaniments to a song using rhythm and pitch, identify where notes in a melody go down and up.
RE	Units of work	How do festivals and family life show what matters to Jewish people?
Computing	Units of work	E-Safety: describe simple strategies for password settings, give reasons why you should only share with people you trust, understand how devices can collect and share information with others. Hour of Code: Course C, Part 1. Design, write and debug programs that accomplish specific goals.

CURRICULUM TOPICS FOR THE AUTUMN TERM

Year 4

Year group: Y4		Term: Autumn 1
Subject	Strand	Unit of work title / Overview
English	Reading	Who Let The Gods Out - focus on retrieval and inference
	Writing	Writing our own version of a Greek myth. Reading a range of Greek myths with a key focus on ‘Theseus and the Minotaur’.
	Phonics/Spelling	Common Exception Words 4, prefix in-, ‘ei’ and ‘eigh’ sound, homophones, revisit Common Exception Words 3
	Grammar	Capital letters & full stops, sentence types, consonants & vowels, spelling focus
	Punctuation	Full stops and capital letters, commas in a list, apostrophes
Maths	Mental calculations	Recap 3, 4, 8 times tables
	Written calculations	Adding ones, tens, hundreds to 4 digit numbers
	Units of work	Place value – 4 digit numbers
Science	Working scientifically	Fair and comparative testing, pattern seeking
	Units of work	States of Matter
Spanish	Units of work	Greetings – Me presento. Learning how to introduce yourself, building on phrases already learnt and learning some new phrases.
History	Units of work	Ancient Greeks – Introduction to what life in Ancient Greece was like and learning about the achievements and legacy on today’s society
Art/D.T.	Artist	Edvard Munch
	Greek Theatre Masks	Studying expressionism by focusing on Munch’s artwork (such as the Scream) and then developing our clay techniques to create an expressive Greek Theatre Mask replica
Music	Musical Piece	This little light of mine
	Units of work	Pentatonic scale, gospel music, off-beat, rhythm, call-and-response
RE	Units of work	How and why do people mark the significant events in life?
Computing	Units of work	Hour of code D – Part 2. E-safety – privacy and security
PE	Units of work	Invasion Games
PSHE	Units of work	Exploring different feelings and emotions, further developing emotional intelligence

Year 5

Year group: 5		Half Term: Autumn 1
Subject	Strand	Unit of work title / Overview
English	Reading	Cosmic by Frank Cottrell Boyce
	Writing	We will be writing: a story; focussing on figurative language about an exciting space launch.
	Spelling	The focus is on silent letters, ough endings and homophones.
	Grammar	Recap of word classes such as nouns, adjectives and conjunctions as well as parts of a sentence such as phrases and clauses.
	Punctuation	Sentence types, commas after clauses and inverted commas.
Maths	Units of work	We will read, write roman numerals up to 1000. We will consolidate our understanding of place value (read, write, order, compare, round) of numbers up to 1,000,000. We will solve number and practical problems
Science	Working scientifically	We will be carrying out comparative fair testing.
	Units of work	We will describe the movement of the Earth, and other planets, relative to the Sun in the solar system. We will describe the movement of the Moon relative to the Earth. We will describe the Sun, Earth and Moon as approximately spherical bodies. We will use the idea of the rotation of the Earth to explain night and day and the apparent movement of the Sun across the sky.
Spanish	Units of work	Planets; los planetas. Learning Spanish vocabulary for the solar system to link with our science unit this half term.
History	Units of work	We will be looking at the invasion and settlement of the Anglo-Saxons including when this happened, why it happened and how do we know (exploring evidence).
Art	Units of work	We will be developing our drawing and sketching linked to Space. We will use Oliver Jeffers as our stimulus. When drawing we will use a variety of techniques and experiment with tone.
Music	Units of work	Sea Shanties. Learning about their origin, learning to sing them and
RE	Units of work	We will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use.
Computing	Units of work	Pupils will be developing their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems.
PE	Units of work	Invasion games focusing on different social skills each week: determination, encouragement, body language, communication.
PSHE	Units of work	Health and Wellbeing: We will begin with kindness and friendship then move on to answer the question: How can we help in an accident or emergency?

Year 6

Year group: 6		Half Term: Autumn 1
Subject	Strand	Unit of work title / Overview
English	Reading	The Girl who Lost a Leopard
	Writing	The purpose of our writing this half term is to tell a story that gives more detail about the setting and the characters. We will practise using description to help the reader picture where the story takes place and understand what the characters are like.
	Spelling	Silent letters, ough and homophones.
	Grammar	Recap of word classes such as nouns, adjectives and conjunctions as well as parts of a sentence such as phrases and clauses.
	Punctuation	Sentence types, commas after clauses and inverted commas.
Maths	Units of work	We will read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. We will round any whole number to a required degree of accuracy. We will solve number and practical problems that involve balancing equations.
Science	Working scientifically	We will be carrying out comparative fair testing.
	Units of work	We will be able to construct and troubleshoot a range of simple and complex circuits, explain how components function, and apply their understanding of electrical safety to everyday situations.
Spanish	Units of work	Around town; en la ciudad. To learn places in a town, learn prepositions and use directions.
Geography	Units of work	Using our mapping skills, we will discover mountain regions and use latitude and longitude to locate specific mountains. We will investigate how different mountains form through fold, fault-block and dome. We will also study different volcano types, such as composite and shield volcanoes. Using discussion, we will understand how tourism affects mountain regions.
Art	Light and Perspective	We will explore light and dark within artwork. We will then learn how to draw using perspective and produce a final piece based on the WW2 drawings of Henry Moore.
Music	Social question	How does music bring us together?
	Units of work	Music and technology
RE	Units of work	We will be asking what it means if Christians believe that God is holy and loving.
Computing	Units of work	We will be looking at systems of computer communication, web page creation, variables in games, collecting data and 3D modelling.
PE	Units of work	We will be playing and organising invasion games by practising attack and defence roles.
PSHE	Units of work	We will understand how we can maintain a healthy bodies and minds by looking after our wellbeing. We will discuss how we make connections, how we can be kind and how we use technology effectively and safely. We will also discuss how we can make positive friendships.

What's coming up this term?

September

Monday 22nd - Year 5 team building day
Tuesday 23rd - 3R/4MH team building day
Tuesday 23rd - Reception team building day
Tuesday 23rd - Reception parent drop in 3.15-4pm
Tuesday 23rd - Key Stage 1 Curriculum Evening 5-6pm
Tuesday 23rd - Launch of *Great to Wait* parent led mobile phone charter for KS1 parents 6-6.30pm
Wednesday 24th - 4M/3M team building day
Wednesday 24th - Year 6 team building sports day
Thursday 25th - Key Stage 2 Curriculum Evening 5-6pm
Thursday 25th - Launch of *Great to Wait* parent led mobile phone charter for KS2 parents 6-6.30pm
Tuesday 30th - Year 1 team building day

October

Thursday 2nd - Individual and sibling school photos
Tuesday 7th - Year 2 team building day
Wednesday 8th - Key stage 1 and 2 parent workshop: phonics, reading and writing 5.30-6.30pm
Thursday 16th - Reception workshop: phonics, writing and maths 5.30-6.30pm
Tuesday 21st - Year 6 first aid training
Friday 24th - Year 5 Wonderdome workshop
Friday 24th - SEND Coffee Morning 9-9.45am
13th Oct - 7th Nov - Collection for St. George's Crypt

November

Tuesday 4th - Flu Vaccinations
Thursday 6th and Friday 7th - Year 3 Stone Age workshops
Thursday 6th - Reception 26/27 open morning 9.15-10.30am
Monday 10th - Friday 14th - Anti-bullying week
Tuesday 11th - KS2 remembrance assembly
Tuesday 11th - Reception and KS1 parents' evening
Thursday 13th - Reception 26/27 open morning 9.15-10.30am
Thursday 13th - Reception and KS1 parents' evening
Friday 14th - Collection for Children in Need day
Tuesday 18th - KS2 parents' evening
Thursday 20th - Reception 26/27 open morning 9.15-10.30am
Thursday 20th - KS2 parents' evening
24th - 28th - Collection of pre-loved Christmas jumpers
Thursday 27th - Whole School Training Day
Friday 28th - Reception Training Day

December

Monday 8th and Tuesday 9th - KS2 visits to St Giles church
Monday 8th - RF Nativity dress rehearsal **for pupils**
Tuesday 9th - RF Nativity for parents 9:30am
Tuesday 9th - RH Nativity dress rehearsal **for pupils**
Wednesday 10th - RH Nativity for parents 9:30am
Thursday 11th - Wear your Christmas Jumper Day
Thursday 11th - Y2 dress rehearsal **for pupils**
Thursday 11th - 1P dress rehearsal **for pupils**
Thursday 11th - Key Stage 2 choir performance to parents
Friday 12th - Y2 performance for parents 9:15am
Friday 12th - 1D dress rehearsal **for pupils**
Tuesday 16th - 1P performance for parents 9:15am
Tuesday 16th - Christmas lunch for children
Wednesday 17th - 1D performance for parents 9:15am
Friday 19th - Last day of term

TRAINING DAYS FOR THE DIARY

School will
be closed on
these days.

Thursday 27/11/25
Friday 28/11/25 (Reception
classes only)
Monday 20/7/26
Tuesday 21/7/26

READING AT BRAMHOPE

At Bramhope, we have high expectations for reading. We recognise the importance of reading a wide range of texts and genres. We have a well planned curriculum that support a rich reading culture through school.



Creating a Reading Culture

At Bramhope Primary School, we are committed to fostering a love of reading from an early age. Reading is at the heart of our curriculum. We aim for all our children to become fluent, confident readers who are passionate about reading.



Environment:

Each classroom has an organised and inviting class library filled with high-quality texts. Pupils have time to browse, explore and enjoy their class libraries each day. Our school library is a celebrated environment in which pupils have time to browse and enjoy high-quality texts. Pupils are taught how to select and find books which they will enjoy and are exposed to new authors and genres.

Book Club:

Teachers influence and support pupils reading choices through Book Club. Each year group has a Book Club session per week, pupils are introduced to new books and recommended reads. Teachers get to know their pupils as readers, in order to foster and develop their reading experiences and preferences. Pupils engage in high-quality book talk and recommend texts to each other.

Reading for pleasure:

Our aim is to promote and nurture a genuine passion for reading amongst pupils and adults. All pupils have a protected time to read each day. Reading time includes adult modelling, book talk, independent pupil reading and sharing stories. The environment during reading time is carefully considered to ensure a positive reading experience.

Bookflix:

Each year group has a core set of 'Top Picks' which they are encouraged to read throughout the year. A store of classic and essential reads with the aim of introducing pupils to a wide range of literature. Copies of each book are available for pupils to loan from school. 'These essential reads would be a store of classics, creating a living library inside a child's mind.' Pie Corbett.

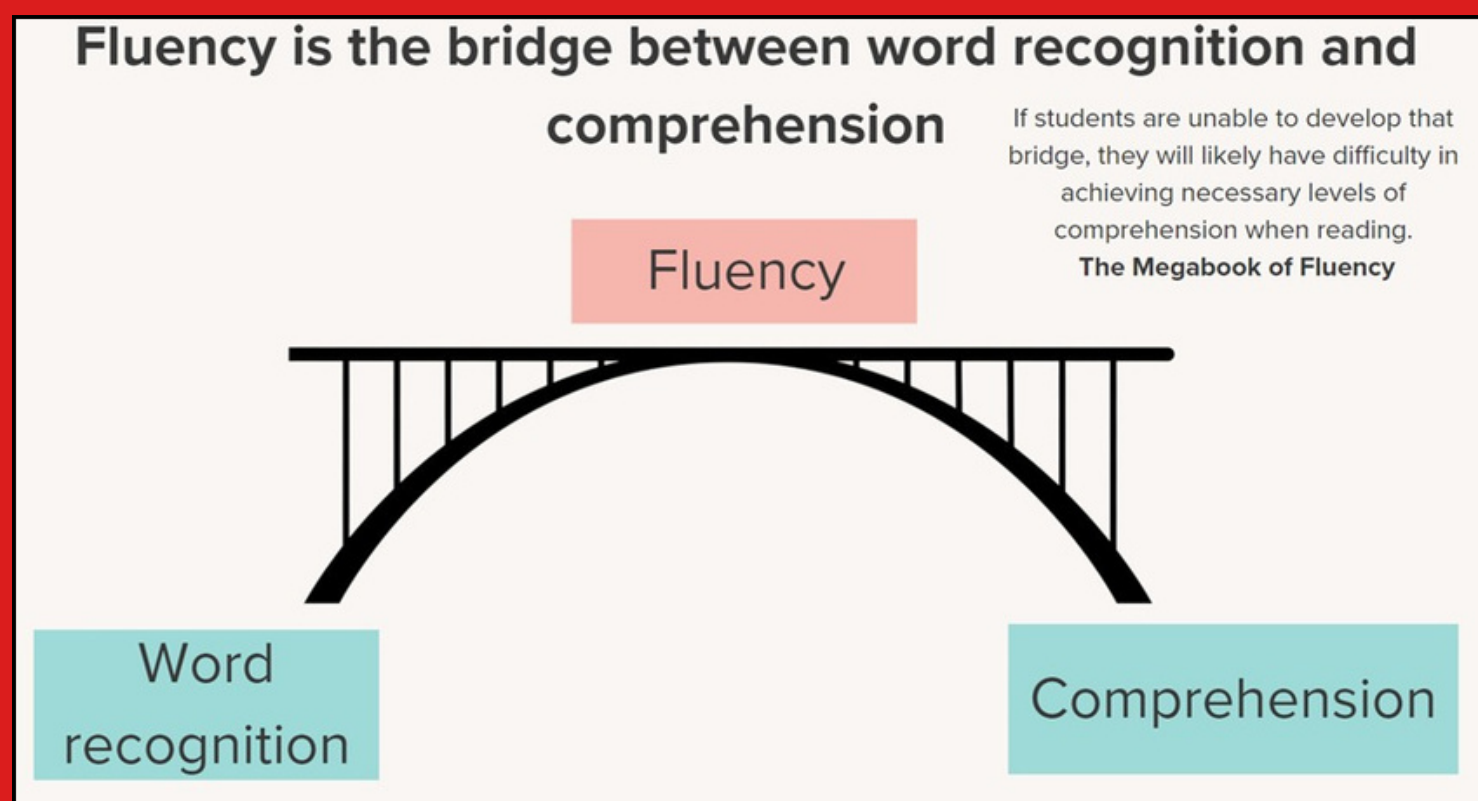
Storytime:

From EYFS to Year 6, daily Storytime is prioritised and provided in a distraction-free environment, where children can become immersed in the high-quality stories. From Talk through Stories in EYFS/Y1 to class novels in Key Stage 2, a love of reading is nurtured through adults reading aloud.

Celebrations:

Reading is celebrated throughout all aspects of our curriculum. **Great Book Swap** - Pupils, parents and carers donate pre-loved books they no longer need. Through rehoming their beloved stories, we spread the joy of reading. All pupils, with their parent/carers, are invited to select a 'new-to-them' book to take home and enjoy.

This year we are implementing a sequence for the teaching of fluency. Fluency plays a fundamental role in enabling pupils to understand what they are reading.



This year we are implementing a sequence for the teaching of fluency. More details can be found on our website:

<https://www.bramhopeprimary.co.uk/attachments/download.asp?file=4923&type=pdf>

Reading - Sequence of teaching

STEP 1

Model fluent reading
Vocabulary
Unlock background knowledge

STEP 2

Prosody:
Assisted reading (e.g. echo or choral)
Text marking

STEP 3

Repeated reading (paired/individual)
Comprehension (VIPERS)

If you would like more information regarding our reading curriculum, please contact Miss Parker (early reading lead), Mrs Rathmell (English Lead) or Mr Street (Deputy Head)

PHONICS & READING SCHEME



The school uses a systematic phonics scheme called Read Write Inc. Full details, including ways to help your child at home, can be found on the school website <https://www.bramhopeprimary.co.uk/page/?title=Phonics&pid=536>

Once children have completed the RWI phonics scheme, they will move onto our systematic reading scheme called Oxford Reading Tree. Each book corresponds to a colour and level. Full details can be found below.



Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
Year 1 / Primary 2	5-6 years old	4	Light blue
		5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
Year 4 / Primary 5	8-9 years old	13	
		14	Dark blue
		15	
Year 5 / Primary 6	9-10 years old	16	Dark red
		17	
Year 6 / Primary 7	10-11 years old	18	
		19	
		20	

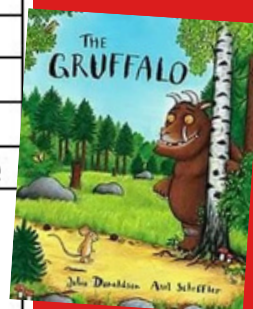
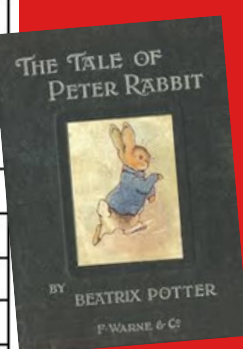
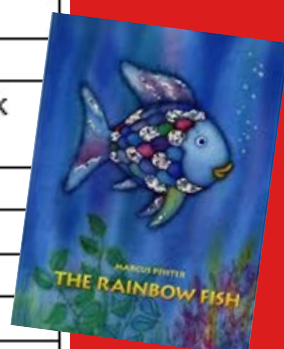
RECOMMENDED READS

We have created a list of books suitable for each year group to help

engage your child at home. You'll also be aware we also have our Bookflix reading programme in school as well as a fantastic school library for children to access many of the books in this list.

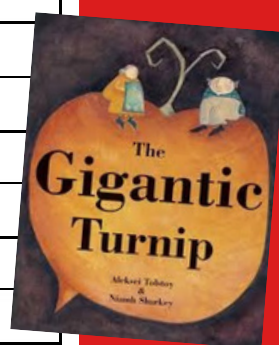
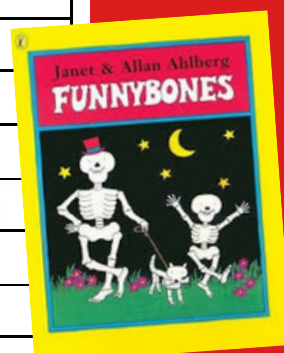
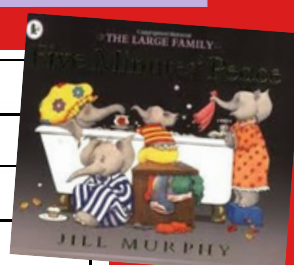
EYFS

Brown Bear, Brown Bear, what do you see?	Bill Martin Jnr
Where's spot?	Eric Hall
Guess how much I love you?	Sam McBratney and Garth Williams
The little Red Hen	Byron Barton
The very hungry caterpillar	Eric Carle
Clifford the Big Red Dog	Norman Bridwell
Owl babies	Martin Waddell and Patrick Benson
Where the wild things are	Maurice Sendak
Winnie the Pooh	AA Milne
The Tale of Peter Rabbit	Beatrix Potter
Stone Soup	Marcia Brown
There was an old lady who swallowed a fly	Pam Adams
The tiger who came to tea	Jill Tomlinson
The Gruffalo	Julia Donaldson & Axel Scheffler
Winnie the Witch	Valerie Thomas & Karky Paul
The Elephant and the Bad Baby	Elfrida Vipont & Raymond Briggs
We're going on a bear hunt	Helen Oxenbury
Handa's surprise	Eileen Browne
The owl who was afraid of the dark	Jill Tomlinson
I will never eat a tomato	Lauren Child
Rosie's walk	Pat and Laurence Hutchins
One snowy night	Nick Butterworth
Dear Zoo	Rod Campbell
The Rainbow fish	Marcus Pfister
Dogger	Shirley Hughes
Farmer Duck	Martin Waddell
Once there were giants	Martin Waddell and Penny Dale
Traditional Rhymes Alphabet Books Counting Books	



Year 1

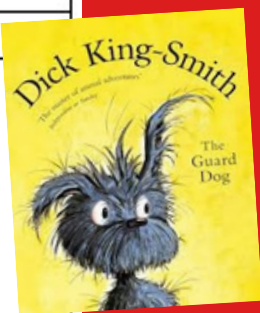
The cat in the hat	Dr Seuss
The tiger who came to tea	Judith Kerr
Hairy Maclary	Lynley Dodd
The large family collection	Jill Murphy
Charlie and Lola	Lauren Child
The smartest giant in town	Julia Donaldson
The Gruffalo's child	Julia Donaldson
The gigantic turnip	Aleksei Tolstoy
The whisperer	Nick Butterworth
Mrs Armitage on Wheels	Quentin Blake
The trouble with Jack	Shirley Hughes
My friend bear	Jez Alborough
Avocado Baby	John Burningham
A bear called Paddington	Michael Bond
Funnybones	Allan Ahlberg
The Hodgeheg	Dick King-Smith
The Jolly Postman	Allan Ahlberg
Mister Magnolia	Quentin Blake
Katie Morag series	Mairi Hedderwick
Frog and Toad are friends	Arnold Label
The princess and the pea	Minnie Grey
Amazing grace	Mary Hoffman
Don't forget the bacon	Pat Hutchins
Emperor of Absurdia	Chris Riddell
The true story of the three little pigs	Jon Scieszka
Collins Primary Dictionary Children's First Encyclopaedia Children's Atlas Topic Books. E.g., Old Toys, Homes in the Past Traditional Nursery Rhymes Traditional Fairy Stories	



RECOMMENDED READS

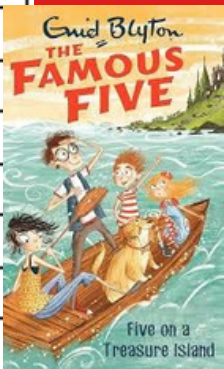
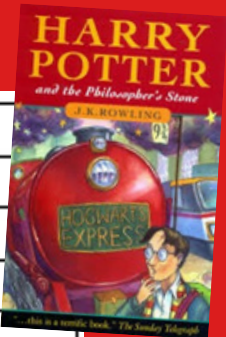
Year 2

The Cat who Lost his Purr	Michelle Coxon
Frightened Fred	Peta Coplans
Friends	Kim Lewis
Mog Stories	Judith Kerr
Mr Wolf’s Pancakes	Jan Fearnley
Frog is Frog	Max Velthuis
Cat and Mouse Story	Michael Rosen
The Snow Lady	Shirley Hughes
Grace and Family	Mary Hoffman and Caroline Binch
The diary of a killer cat	Anne Fine
Little wolfs book of badness	Ian Whybrow
The magic finger	Roald Dahl
Mrs Wobble the Waitress	Allan Ahlberg
George’s Marvellous Medicine	Roald Dahl
The Giraffe, Pelly and Me	Roald Dahl
The Guard Dog	Dick King-Smith
Emily’s Legs	Dick King-Smith
Children’s Illustrated Dictionary	
<u>Usborne Books:</u>	
The First Encyclopaedia of Science	
The First Encyclopaedia of the Human Body	
The First Encyclopaedia of Animals	
The First Encyclopaedia of Seas and Oceans	
Pocket Science Books	
<u>Watt’s Great Event Books:</u>	
The Great Fire of London	
Gun Powder Plot	
Battle of Hastings	
Coronation of Elizabeth the Second	
<u>Watt’s Famous People Series:</u>	
Florence Nightingale	
Louis Braille	
George Stephenson	
Thomas Edison	



Year 3

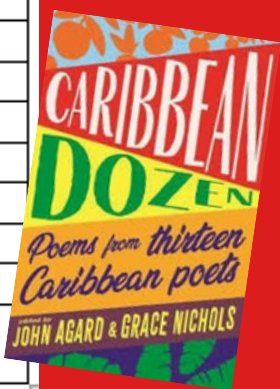
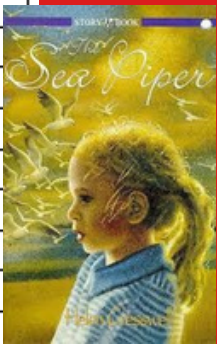
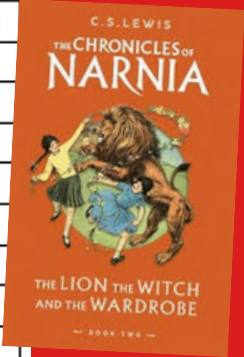
Cool	Michael Morpurgo
The Butterfly Lion	Michael Morpurgo
Kensuke’s Kingdom	Michael Morpurgo
Billy the Kid	Michael Morpurgo
The Twits	Roald Dahl
Charlie and the Chocolate Factory	Roald Dahl
Matilda	Roald Dahl
Danny the Champion of the World	Roald Dahl
James and the Giant Peach	Roald Dahl
Fantastic Mr Fox	Roald Dahl
The BFG	Roald Dahl
The Sheep Pig	Dick King-Smith
Bill’s New Frock	Anne Fine
The Hundred Mile and Hour Dog	Jeremy Strong
The Naughtiest Girl in the School	Enid Blyton
Secret Seven Series	Enid Blyton
Famous Five Series	Enid Blyton
Animal Ark Series	Enid Blyton
Horrid Henry Series	Enid Blyton
Charlotte’s Web	Enid Blyton
Flat Stanley	Enid Blyton
Fungus the Bogeyman	Raymond Briggs
Mystery Winklesea	Helen Cresswell
The Indian in the Cupboard	Lynne Reid Banks
Mr Majelka	Humphrey Carpenter
Please Mrs Butler	Allan Ahlberg
The Sam Pig Story Book	Alison Uttley
Railway Cat	Phylliss Arkle
Harry Potter and the Philosopher’s Stone	J K Rowling



RECOMMENDED READS

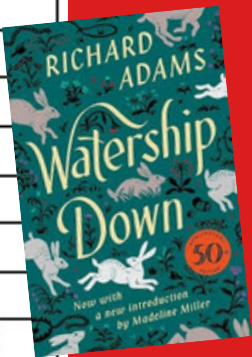
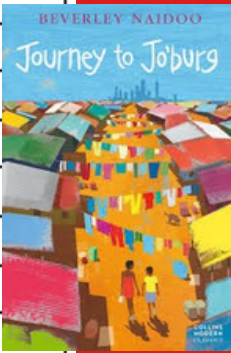
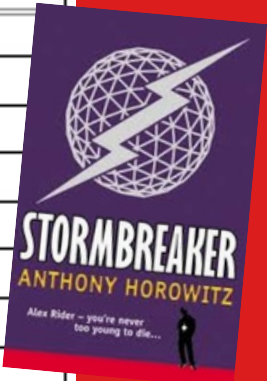
Year 4

A Caribbean Dozen	John Agard & Grace Nicholls
Alice’s Adventures in Wonderland	Lewis Carroll
Mufaro’s Beautiful Daughters	John Steptoe
Beowulf	Kevin Crossley-Holland
The Firework Maker’s Daughter	Phillip Pullman
The Dragon’s Child	Jenny Nimmo
The Ghost Blades	Anthony Masters
Sara, Plain and Tall	Patricia MacLachlan
Smart Girls	Robert Leeson
Brother Eagle, Sister Sky	Susan Jeffers & Chief Seattle
Robi Dobi	Madhur Jaffrey
The Reluctant Dragon	Kenneth Grahame
Flow	Pippa Goodhart
Dragon Poems	John Foster & Korky Paul
The Crazy shoe Shuffle	Gillian Cross
The Sea Piper	Helen Cresswell
The Chocolate Touch	Patrick Skene Catling
Spacebaby	Henrietta Branford
Gregory Cool	Caroline Binch
A Pot of Gold	Jill Bennet
Fog Hounds Wind Cat Sea Mice	Joan Aiken
The Clothes Horse	Allan Ahlberg
It was a Dark and Stormy Night	Allan Ahlberg
The Dancing Bear	Michael Morpurgo
The Demon Headmaster	Gillian Cross
Dog so Small	Phillipa Pearce
Emil and the Detectives	Erich Kastner
The Iron Man	Ted Hughes
The Lion, the Witch and the Wardrobe	C S Lewis
Little House on the Prairie	Laura Ingalls Wilder
Mrs Frisby and the Rats of Nimh	Robert C O’Brien
Stig of the Dump	Clive King
Swallows and Amazons	Arthur Ransome
A Child’s Garden of Verse	Robert Louis Stephenson
Greek Myths for Young Children	Marcia Williams
The Orchard Books of Creation Stories	Margaret Mayo & Louise Brierley



Year 5

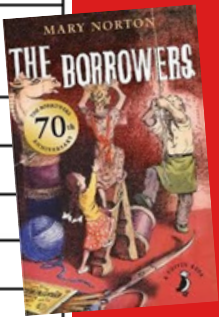
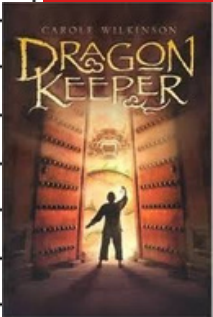
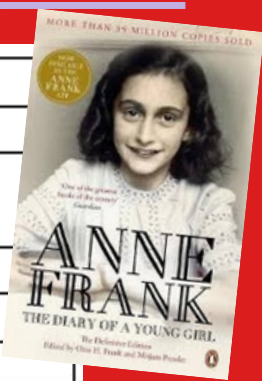
Water Wings	Morris Gleitzman
Blabbermouth	Morris Gleitzman
Belly Flop	Morris Gleitzman
The Diddakoi	Rumer Gadden
Stormbreaker	Anthony Horowitz
Walter and Me	Michael Morpurgo
Friend or Foe	Michael Morpurgo
Mister Monday	Garth Nix
Aquila	Andrew Norris
Harry and Wrinklies	Alan Temperley
The Story of Tracey Beaker	Jacqueline Wilson
Double Act	Jacqueline Wilson
Northern lights	Phillip Pullman
A Christmas Carol	Charles Dickens
Dragon Rider	Cornelia Funke
Journey to Jo’Burg	Beverley Naidoo
Journey to the River Sea	Eva Ibbotson
The Owl Service	Alan Garner
Pig Heart Boy	Malorie Blackman
Tom’s Midnight Garden	Phillipa Pearce
Watership Down	Richard Adams
The Wizard of Earthsea	Ursula K Le Quin
Wolves of Willoughby Chase	Joan Aiken
Where the Red Fern Grows	Wilson Rawls
Little Women	Louisa May Alcott
The Secret Garden	Frances Hodgson-Burnett
Artemis Fowl	Eoin Colfer
The Wind in the Willows	Kenneth Grahame
Anne of Green Gables	L M Montgomery
Black Beauty	Anna Sewell
Holes	Louis Sachar
There’s a boy in the girls’ bathroom	Louis Sachar
Vicky Angel	Jacqueline Wilson
The other side of the truth	Beverley Naidoo
Harry Potter Series	J K Rowling



RECOMMENDED READS

Year 6

Carrie’s War	Nina Bowden
When Hitler Stole Pink Rabbit	Judith Kerr
Forgotten Voices of the Second World War	Max Arthur
The Diamond of Drury Lane	Julia Golding
Framed	Frank Cottrell Boyce
Homecoming	Cynthia Voigt
Noughts and Crosses	Malorie Blackman
Knife Edge	Malorie Blackman
Private Peaceful	Michael Morpurgo
The Secret Diary of Adrian Mole 13 ¾	Sue Townsend
Treasure Island	Robert Louis Stevenson
Mortal Engines	Philip Reeve
Clockwork	Philip Pullman
Dragon Keeper	Carole Wilkinson
The Curious Incident of the dog in the night time	Mark Haddon
Peter Pan	J M Barrie
Wizard of Oz	F Baum
Robinson Crusoe	Daniel Defoe
Oliver Twist	Charles Dickens
Jungle Book	Rudyard Kipling
The Railway Children	E Nesbit
The Borrowers	M Norton
The Adventures of Huckleberry Finn	Mark Twain
Alex Rider Series	Anthony Horowitz
My Story Series	Various Authors
Anne Frank: The diary of a young girl	Ed. Otto H Frank
Boy Overboard	Morris Gleitzman
Sabriel	Garth Nix



THE IMPORTANCE OF READING BOOKS

Opening the World Window

Add information that is in accordance with the points above in this column in short and concise writing.



Adding insight

Add information that is in accordance with the points above in this column in short and concise writing.

Improve Focus and Concentration

Add information that is in accordance with the points above in this column in short and concise writing.



Improve memory

Add information that is in accordance with the points above in this column in short and concise writing.



PERSONAL DEVELOPMENT AT BRAMHOPE

Our personal development curriculum runs alongside our academic curriculum. Our personal development curriculum enables all our children to navigate through life safely, happily and healthily. We do this through our three core values:

Belong: We work hard so that all children feel a part of Bramhope Primary School and are inclusive towards others.

Be your best: We emphasize achievement through effort.

Be Bramhope: We provide opportunities for children to become kind, responsible citizens and leaders of the future.

Throughout the school year, our aim is for your child to gain the following experiences:

EYFS

- Transition workshop
- Teddy Bears’ teambuilding picnic
- Grow to eat (and cook) workshops
- Mystery visitor careers programme
- Eco project: litter picking
- Launch of Travel tracker and Teddy takes a Tumble
- Your time to shine: peformance poetry

Year 1

- Class Go Wild teambuilding day
- Make friends with someone in Uganda
- Grow to eat (and cook) workshops
- SWP enterprise project
- End of term class to class music concert
- NSPCC Number Day
- Eco project: energy saving-lights off
- Your time to shine: peformance poetry plus

Year 2

- Class Go Wild teambuilding day
- Get to know someone from Salvation Way Primary School
- Transition workshop
- Grow to eat (and cook) workshops
- House X tables
- House poetry recital
- NSPCC Number Day
- End of term class to class music concert
- House mile
- Scooter training
- Eco project: fruit and veg composting
- SWP enterprise project
- Mystery visitor careers programme
- Your time to shine: dance and drama

PERSONAL DEVELOPMENT AT BRAMHOPE

Year 3

Class Go Wild teambuilding day
Music Must Haves: start to learn the recorder, take up music lessons or join the choir
Grow to eat (and cook) workshops
House X tables
NSPCC Number Day
End of term class to class music concert
House poetry recital
House mile
SWP enterprise project
Eco project: recycle your batteries
Your time to shine: dance and drama plus

Year 4

Teambuilding day **Local** study project
Grow to eat (and cook) workshops **Year** group music concert **House X** tables
House poetry recital **NSPCC** Number Day
End of term class to class music concert **House** mile **SWP** enterprise project
Pedestrian training **Eco project:** recycle school paper **Mystery** visitor careers programme
Your time to shine: mini play in a day

Year 5

Leadership team building day
Music Must Haves
Residential- High Adventure teambuilding visit
Transition workshop
Grow to eat (and cook) workshops
Year group Music concert
NSPCC Number Day
House X tables
End of term class to class music concert
House poetry recital
House mile
SWP enterprise project
Sustainable goals workshop
Your time to shine: Shakespeare Workshop

Year 6

Residential- Kingswood teambuilding visit
Music Must Haves
Transition workshop
Grow to eat (and cook) workshops
Career programme
Year group music concert
House X tables
NSPCC Number Day
End of term class to class music concert
House poetry recital
Triathalon
Bikeabiliy
SWP enterprise project
Sustainable goals workshop
Become a prefect
Mystery visitor careers programme
Fiver Challenge Enterprise Project
Your time to shine: play in a day

PASTORAL SUPPORT



I am Mrs Judd and I am the Pastoral Care Co-coordinator at Bramhope Primary School. I believe that supporting the health and well-being of our pupils and parents will assist in improving each pupil's school experience and this, in turn, will help academic outcomes.

My role is to provide support and guidance to pupils, helping them to address any social, emotional or behavioural needs that may occur. This could include friendship groups, anxiety and bereavement support.

I work closely with other adults, within and outside of the school, to identify and break down barriers, helping children to remain motivated so that they can achieve their best.

Social, Emotional and Mental Health (SEMH) is critical to the development and educational achievement of children and young people and research has shown it has important consequences for health and social outcomes in adult life.

I am keen to work in partnership, to support pupils and families, so if you have anything you would like to discuss with me, please do not hesitate to contact me in school or via email at pastoral@bramhopeprimaryschool.co.uk.

To help support our families at Bramhope, our local family of schools has bought in to the services of a Parent Support Worker who provides advice, support and training for parents on a wide range of issues.

Our current Parent Support Worker is Ali Stevens.

FOR FURTHER INFORMATION CONTACT

PASTORAL@BRAMHOPEPRIMARYSCHOOL.CO.UK

BRAMHOPE SCHOOL PARTNERSHIP



Bramhope Primary School is proud of the strong relationships which exist between parents, carers, and our school staff. All parties work hard to provide the very best for the children in our care and to communicate effectively.

To provide a welcoming, supportive environment for everyone and to support our staff with their work life balance, we have summarised our expectations as follows:

Parents

I will do my best to:

- Speak directly with a class teacher (in person, on the phone or on Teams) whenever possible if I have a concern.
- Only email a class teacher if I am unable to speak with them or unable to arrange an appointment.
- Use the admin address for all enquiries which do not directly relate to my child's learning.
- Only email or copy in the deputy headteacher or headteacher if I am unable to speak with a relevant staff member or unable to arrange an appointment.
- Seek support and advice from the school if I have a concern, rather than going directly to a parent.
- Avoid posting concerns on social media, or using social media to name other parents and/or children.
- Act as a role model for children within our school grounds. This includes using appropriate language, body language and avoiding raised voices.
- Enable and encourage my child to become independent and, where appropriate, resolve small issues which might arise in school.
- Enable and encourage my child to develop a routine outside school so that reading becomes a habit.
- Enable and encourage my child to develop a school routine outside school so that age appropriate home learning and test preparation becomes a habit.

Staff:

I will do my best to:

- Speak directly with a parent or carer (in person, on the phone or on Teams) whenever possible.
 - Only contact a parent if they need to be made aware of an issue which cannot be resolved or an issue which would benefit from further discussion at home.
 - Answer emails as soon as possible, always remembering to prioritise emails which are about children's safety and welfare.
 - Provide a factual account of an event which has caused concern.
 - Seek support and advice from a parent or carer if I have a concern.
 - Act as a role model for children within our school grounds. This includes using appropriate language, body language and avoiding raised voices.
 - Enable and encourage children to become independent and, where appropriate, resolve small issues which might arise in school.
 - Encourage children to develop a routine outside school so that reading, age-appropriate home learning and test preparation becomes a habit.
-

HOW DO I KNOW MY CHILD IS DOING WELL ?



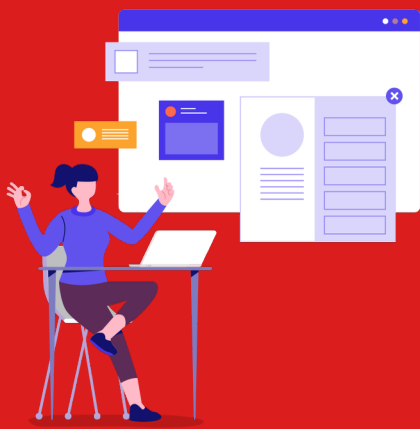
1) PARENTS' EVENINGS

You will have the opportunity to meet with your child's class teacher(s) at least twice a year.

Parents/Carers will also have the opportunity to review your child's books and other learning in school.

2) END OF TERM REPORTS

You will receive an end of term report for your child to inform you of current attainment, behaviour and attitudes in the core subjects. At the end of the school year, parents/carers will receive a more detailed end of year report noting specific achievements during the academic year.



3) CURRICULUM INFORMATION AND SEND WORKSHOPS

We will be running curriculum information evenings and SEND coffee mornings throughout the year aimed at providing parents and carers with valuable information on our curriculum and how they can help their child at home.

4) ADDITIONAL MEETINGS

If you would like to meet with your child's class teacher, please email them directly using the addresses on the school website.



5) WE'RE HERE TO HELP

If you have any queries or concerns about your child's learning, development or behaviour, always contact your child's class teacher in the first instance. All class teacher email addresses are on the school website.

Get in Touch

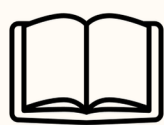
01132 671222

admin@bramhopeprimaryschool.co.uk



HOW CAN I HELP MY CHILD?

01



Reading

Hearing your child read is one of the most important things you can do at home. In the early stages of reading, little and often is always best! We also use VIPERS as part of our Reading Lessons, which are taught to improve the pupils' skills across all areas of reading. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

For more information, go to: <https://www.bramhopeprimary.co.uk/page/?title=Reading&pid=535>

02

Phonics

ReadWrite Inc.(RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, we continue teaching RWI to pupils beyond the age of 7 if required, as we use a stage not age approach.

For more information, go to <https://www.bramhopeprimary.co.uk/page/?title=Phonics&pid=536>

03

Maths

Supporting children in learning their times tables really helps develop strong maths skills. All children in Year 4 are required by the government to know their tables up to 12 x 12. Every child from Years 1 to 6 has a Times Tables Rock Stars account which they can access from home. To support your child with all aspects of maths, every child in school has a Mathletics login. Please contact your child's class teacher for the logins if you do not have one.

We have a calculations policy that all staff follow when teaching the children. Please feel free to use this when supporting your child at home. The calculation policy can be found in the useful links area in the maths section. Or just follow the links here:

https://www.bramhopeprimary.co.uk/_site/data/files/documents/01CDC7A43D59DFFBF4B6F28ECB99991C.pdf
https://www.bramhopeprimary.co.uk/_site/data/files/documents/8757B54746589157C7054052E93B83B5.pdf

04

Talking

Inschool, we encourage children to ask and answer questions, listen to others, explore ideas and extend their learning through discussion. We share our 'Big think' questions with parents in the weekly newsletter so that they can discuss the key question at home. As part of their home learning, children will therefore sometimes ask parents about their opinions and experiences as a means of developing their own views and understanding of the world.

05



Written Tasks

Writing activities are designed to allow your child to practise and become fluent in the knowledge they have been acquiring in School as well as apply their knowledge in a range of contexts. Written tasks are usually either a grammar exercise or a reading comprehension.

06



Additional Work

Children of any age may occasionally be asked to do additional work including spelling and handwriting. Children will not be asked to regularly complete additional work unless it is part of an individual learning plan which has been agreed with parents.

SUPPORT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES.



OUR SENCO IS CHARLI HOUSE.

Whilst Mrs House is new to the SENCO role, she has wide ranging experience of teaching in a primary setting, particularly pupils with SEND.

Charli has 13 years' experience of teaching, nursery, key stage 1 and key stage 2 and has taught at Bramhope for 8 years, leading a wide range of subjects. Charli's interests have always been in SEND: focussing her dissertation on provision for pupils with ASD, and over the years completed wide-ranging SEND training, including THRIVE, ASD and ADHD. She has started the National Professional Qualification for Special Educational Needs Co-ordinators.

Mrs House is allocated 2 days a week to manage SEN provision.

We are delighted to welcome parents to our SEND coffee mornings this year. Please check the 'dates for the diary' section for our coffee mornings this term!

Click [here](#) for the slides we share

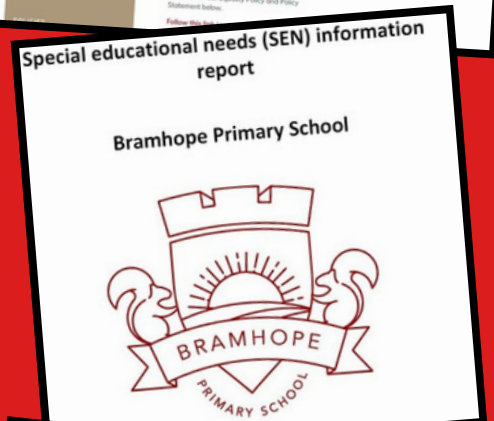
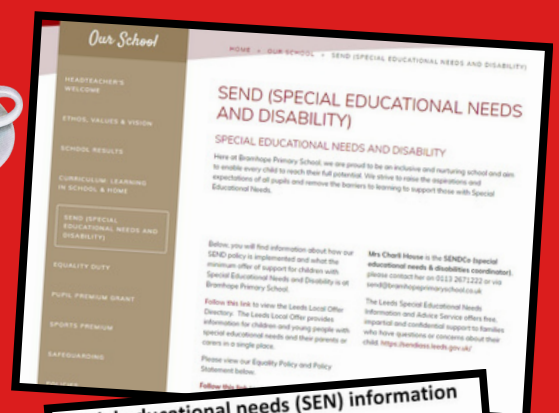


Our school website contains a wide range of information.

Please click [here](#)

Please read our SEND implementation guide [here](#)

For more information regarding the Leeds local offer click [here](#)



FREQUENTLY ASKED QUESTIONS...

What do I do if I think my child may have Special Educational Needs?

Speak to your class teacher initially and they may refer to the SENCO. The school will work with you to establish what additional help your child may need.

How will school support my child?

The class teacher and the SENCO will develop a plan for your child. If a Special Educational Need has been identified, a SEN support plan will be written. This will have specific targets for your child. The targets will involve the teacher/ the teaching assistant, your child (if appropriate) and yourselves.. The school leaders will monitor how effective this provision is. When necessary, the school will access additional help for your child.

How will the curriculum be matched to my child's needs?

Work will be scaffolded and may be differentiated for your child. Your child may receive targeted support from a teacher or a teaching assistant during the school day. Additional resources will be provided as necessary.

Charli House is the school's SENDCo (special educational needs & disabilities coordinator) please contact her on 0113 2671222 or via send@bramhopeprimaryschool.co.uk

SUPPORT FOR PUPILS WITH SPECIAL EDUCATION NEEDS AND DISABILITIES.



Bramhope Primary School has an inclusive ethos. We promote the social and emotional aspects of a child’s development as well as the academic. We provide all children with learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by designing a curriculum which engages all learners. We work in partnership with children, parents/carers and other agencies to identify individual needs and provide focused support and interventions to ensure progress of all pupils.	Ethos
The progress of all children is closely monitored by the Leadership Team. The SENCO (Special Educational Needs Co-ordinator), works in partnership with parents, supports staff and reviews and evaluates our SEN provision. Data is collected each term for all pupils and the achievement and progress of children with SEN Plans is monitored and reported to Senior Leadership. At the termly progress meetings the Leadership Team and SENCO review the provision plans and monitor and evaluate the intervention programmes. Teachers have time provided to meet 1:1 with the SENCO to discuss children with additional needs.	Leadership
Funding for SEN is used according to the specific needs of the children. The SEN budget is used to employ additional staff to work with small groups of children and sometimes on a 1:1 basis with a child. The school also uses some of the school budget to provide targeted support for SEN at various levels throughout the school. Equipment and training can also be purchased with the SEN budget.	Budget
At Bramhope Primary School we plan a knowledge based curriculum which excites the children and engages them in learning. We teach children how to grow into positive, responsible citizens, who value and can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. We value the uniqueness of each child. Teachers and support staff provide targeted intervention with small groups and individual pupils. Pupils may have a combination of a Positive Behaviour Plan and a SEN Support Plan. Our Pastoral leader is able to offer support groups and 1:1 mentoring. We make arrangements to ensure the learning environment is accessible for everyone.	Curriculum Teaching & Learning
The school works closely with the Local Authority and other local schools (The Otley, Pool and Bramhope Family of Schools Cluster) to access support for pupils with specific needs. We also access support from Educational Psychologists and Speech and Language services. The Cluster has a parent support worker and a TaMHS (Mental Health) Counsellor who may be accessed by the school as required. The school is part of the NW Leeds Area Improvement Partnership. This ensures that there is additional provision for pupils with high levels of complex needs and enables them to access alternative placements if required.	Partnerships

Charli House is the school’s SENDCo (special educational needs & disabilities coordinator) please contact her on 0113 2671222 or via send@bramhopeprimaryschool.co.uk

SUPPORT FOR PUPILS WITH SPECIAL EDUCATION NEEDS AND DISABILITIES.



STARS training (parent and professionals)

These workshops aim to provide information for parents to support their autistic child at home. Training sessions will be delivered through Teams

For parents to book please email send@leeds.gov.uk with your name, email and training date you would like to be booked on.

Preparation for adulthood: person centred planning tools Wednesday 1st October 2025, 9.45 till 11.15

This session is suitable for parents and professionals who are currently supporting children and young people to plan their pathway to adulthood using their strengths and interests as a starting point. This session will focus on planning from Early Years through to Year 13 (Key stage 5) and will explore a range of resources, strategies and approaches to aid understanding of needs and ongoing support.

Sensory support in the home Wednesday 5th November 2025, 9.45 till 11.15

This session will give a brief introduction to sensory processing and regulation, exploring its importance in supporting the wellbeing of autistic children and young people. The session will also offer advice around sensory support strategies that can be implemented in the home.

Preparation for adulthood: friends, relationships and community Wednesday 3rd December 2025, 9.45 till 11.15

This session is suitable for parents and professionals who are currently supporting children and young people to develop healthy friendships and relationships. We will be exploring the factors that can present challenges for autistic and ND children and young people and how to effectively promote positive social inclusion, consent and how to navigate the social world safely in the early years through to early adulthood.

We will be exploring and sharing key resources and approaches to promote healthy social opportunities for children and young people.

SUPPORT FOR PUPILS WITH SPECIAL EDUCATION NEEDS AND DISABILITIES.



Following an increase in demands on service and workforce challenges resulting in a drop in statutory performance, Leeds City Council accessed its EHC assessment, plan, and annual review processes to identify key opportunities for change. The review has identified areas for improvement in the Council's communications, processes, support provided, and consistency in approaches.

The Children and Families Directorate will keep you updated throughout the process, we have developed a webpage that will serve as an information hub about the changes. If you have any queries in relation to the programme, please get in touch with us at ehcpreview@leeds.gov.uk.

New online form launched as part of the SEND and Inclusion Transformation Programme

Leeds City Council has launched a new online form that allows parents and carers to check the status of their child's Education, Health and Care Needs Assessment (EHCNA) request.

This improvement is part of the wider SEND and Inclusion Transformation Programme and was developed in response to feedback from families, who asked for clearer and more accessible updates. The form was trialled with a group of parents and carers to ensure it is easy to use and meets their needs.

The form enables families to access updates directly, without needing to wait for a response or send an enquiry, giving them more flexibility and reassurance throughout the process.

To use the form, a parent or carer will need:

- their child's Synergy number - this is a unique 6 or 7 digit reference number used by Leeds City Council to match your child's record. You can find it on letters or emails from the SENSAP team, including the acknowledgement letter you received when your application was submitted
- their child's full name and date of birth (in the format DD/MM/YYYY)
- their email address (this must match the one we have on record as the main contact)

If parents or carers can't find the Synergy number or think their contact details may be out of date, they can email the SENSAP team at SENSAP@leeds.gov.uk.

Please advise them include "Synergy Number Request" or "Email Address Update" in the subject line to help speed up the response.

The form can be accessed on the Leeds City Council website:

[Education, health and care needs assessments and plans | Leeds.gov.uk](https://www.leeds.gov.uk/education-health-and-care-needs-assessments-and-plans)

New coproducedresources

As part of the #AutismADHDAlliesand#LetsConnectcampaign; the West Yorkshire Neurodiversity ProgrammeandAllSarhaveco-produced resources for youngpeopleandfamilies.

Our aim is to empower childrenandyoungpeopletofeelindependent and supported as they navigate life'schallenges.Wehaveepisodes on school transitions, sleep, and eating,andwe'veincludedavariety of top tips and suggestions to help children andyoungpeoplefindwhatworks best for them. With an emphasis on reducingpressureandencouragingchildren and young people to take their own path.

This information is groundedinlivedexperience,withthe creation to be beneficial for all—not just forneurodivergentchildrenandyoung people. We have also concentrated onthecontentbeingfullyaccessible to different learning needs, which is whyit'savailableinarangeofformats, including videos (with and without subtitlesandbackgroundaudio), booklets (with images and plain text), and audiorecordings.Youcanalsolisten to our panel discuss the resources and workingtogethertoproducethework for our young people in the behindthescenesareaofthewebsite.

SUPPORT FOR PUPILS WITH SPECIAL EDUCATION NEEDS AND DISABILITIES.



Understanding ARFID – You're Not Alone

Food-related challenges can have a big impact on family life – and we know many families across Leeds are navigating this right now.

In the Leeds Parent Carer Forum's latest blog post, they talk about ARFID (Avoidant/Restrictive Food Intake Disorder), including some trusted resources and where to find support.

Read the blog post [here](#).

We are also inviting parents and carers to take part in our survey about ARFID, so we can better understand how it's affecting SEND families across Leeds.

[Click here](#) to fill out the survey (open until 30 September 2025).

SEND parent carer monthly information drop-in

A monthly drop in for parents and carers to speak to services to receive information and advice about what is available in Leeds to support their family.

Leeds Local Offer

SENDIASS

Leeds Parent Carer Forum

Carers Leeds

Child Health and Disability Team (CHAD)

Leeds Speech and Language Service

Dates and times of drop in

Wednesday 17th September 2025, 10.30 till 12.30 at Plus Net,
17 Marlborough Street, Leeds, LS1 4PE

Wednesday 15th October 2025, 10.30 till 12.30 at Otley Social
Club, Hollin Gate, LS21 2DP

Each drop in will host a workshop for parents and carers.

If you require further information about the drop in sessions please email LLO@leeds.gov.uk or join the Leeds Local Offer facebook group.



SAFEGUARDING AT BRAMHOPE



Richard Street
Deputy Head
Designated
Safeguarding Lead



Caroline Judd
Deputy
Designated
Safeguarding Lead
Pastoral Lead

**At Bramhope Primary School we are committed to
safeguarding and protecting the welfare of our
children and young people**

Please alert us if you have any concerns:

0113 2671222

richard.street@bramhopeprimaryschool.co.uk

caroline.judd@bramhopeprimaryschool.co.uk

We are here to support your child and your family. We recognise that life brings with it many challenges and there are certain times within the life of a family that can be really difficult. Both myself and Mrs Judd are here to listen to your needs and provide appropriate support, advice and guidance. We are here in the best interests of your child. It is not our role to judge; we just want to help.

If you feel you or your family would benefit from an informal chat or confidential support, please ask Mrs Judd for the contact details of our Parent Support Worker Ali Stevens.

SAFEGUARDING SPOTLIGHT ON...

Returning to school in September



Understandably, your child might be anxious about returning to school. Sometimes children find it hard to explain to us how they feel through the use of language and you may notice changes in their behaviour.

As parents you know what is normal for your child and are best placed to notice any changes in behaviour and help your child work through these worries. You may notice that your child:

- Struggles to get into school;
- appears anxious or distressed;
- has trouble with sleeping and eating;
- appears to be in a low in mood, withdrawn or tearful;
- talks about feeling worried or is negative about themselves or their future; and for younger children, there may be more bed wetting.

As a parent you can influence the way that your child manages any worries they may have. Children often take their emotional cues from the key adults in their lives – including parents and teachers.



It is important that you manage your own emotions well: remain calm, listen to any concerns, talk to them about how they feel and provide reassurance that it is ok to feel worried and that their friends will feel the same. Explain that things are different but the staff in school and their friends will be there to support them. Talk positively about school and ask them about what they enjoy most about school.

Name that emotion



This can be a confusing and overwhelming time, especially for younger children, and they may have trouble understanding their feelings. You could try making some emoji cards or painted pebbles together, showing different emotions, such as happy, sad, confused, worried, curious, tired and so on. 'Labelling' feelings may make it easier for you and your child to talk about any worries and help you support them.

Talk about it

Set aside time during the day to discuss feelings and worries. Let your child know it is ok to feel this way and that there are no 'bad' or 'good' feelings. It's helpful to gently explore feeling, asking "What makes you think that might happen?", "How can we prepare you if it does?"



Routine

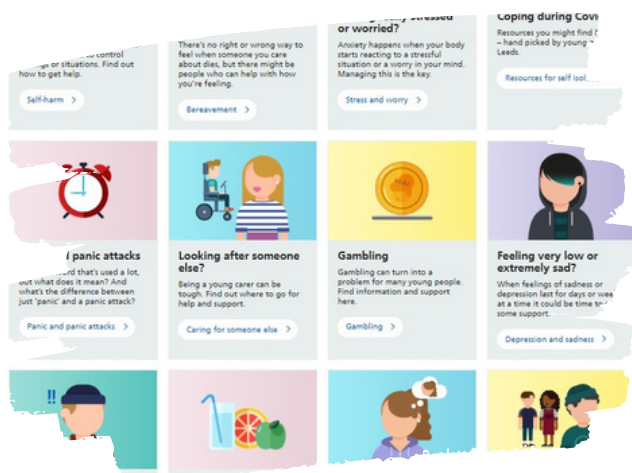


Returning to a daily routine, with regular times for meals, getting up and going to bed will be helpful – it provides a return to a structure ahead of school starting. If possible, aim to build in exercise by going out in the fresh air in a green space or nature each day. Limit lie-ins to the weekends.



Provide Reassurance

Remind children about the positives – that they will be able to see their friends and teachers, remind your children how happy their friends and teachers will be to see them. Be positive about the opportunity for your child to learn new things.



For more support on support your child on common issues, please go to:
<https://www.mindmate.org.uk/coping-common-issues/>



If you would like further information, support or guidance, please get in touch.



Online Safety



“Being online is an integral part of children and young people’s lives. Social media, online games, websites and apps can be accessed through mobile phones, computers, laptops and tablets – all of which form a part of children and young people’s online world. The internet and online technology provide new opportunities for young people's learning and growth, but it can also expose them to new types of risks.”

nspcc.org.uk Our e-safety curriculum forms a key part of our preventative curriculum and is explicitly taught in computing and PSHE. Our preventative curriculum extends to timely opportunities in other subjects, assemblies and awareness days. Throughout the year, all children will be taught the following:

- Self-image and identity
- Online relationships
- Online reputation
- Online bullying
- Managing online information
- Health, well-being and lifestyle
- Privacy and security
- Copyright and ownership



Our whole school approach to online safety helps to ensure staff, governors, volunteers and parents educate themselves and children about online safety. We have a dual responsibility to ensure the school’s online procedures keep children and young people safe, and to teach them about online safety, in and outside of school. Click on the links below to access support:



[HOW TO SET PARENTAL CONTROLS](#)
[HOW TO SET YOUTUBE RESTRICTIONS FOR AGE-APPROPRIATE CONTENT](#)
[YOUTUBE PARENT GUIDE](#)
[CHILDNET ADVICE FOR PARENTS & CARERS](#)

Click on the icons to access the following organisations:



If you would like further information, support or guidance, please get in touch.



Online Safety

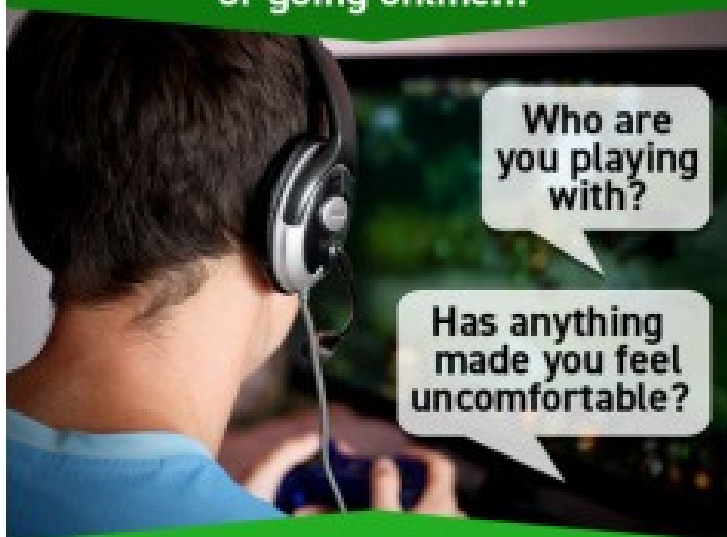


Is your child safe online?

Talking to young people about what they do online is just as important as asking them where they go when they go out with friends.

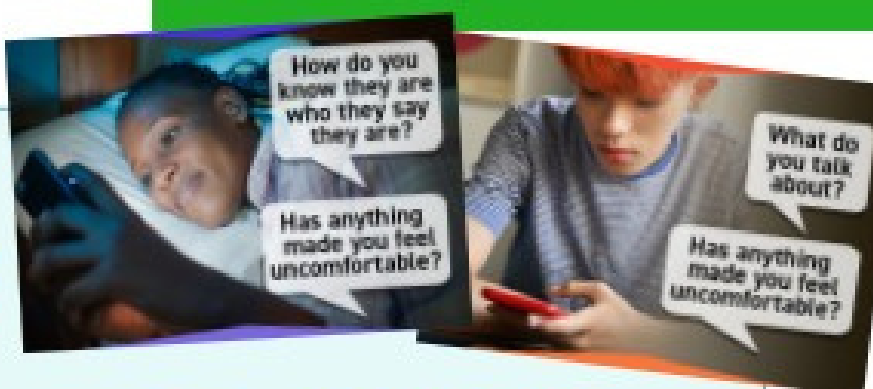
It can be difficult to start the conversation with a young person about their online activities. Technology keeps changing and you might struggle to keep up with it all. But you don't need to. You just need to take an interest and ask questions about the games and apps they are using.

Whether they're going out or going online...



Start the conversation

Start the conversation



Ask questions

Ask your child what they are doing online and if you can take part, or ask to play their favourite game with them. If they see that you are taking a genuine interest they will be more willing to want to talk to you about what they're doing online.



Honest conversations

Encourage conversations about not keeping secrets. People online might ask your child to keep their conversation a secret. Talk about what secrets mean in your house.



Buying a device

If you are thinking about getting your child a new device, that's the perfect opportunity to start a conversation. Ask them what they are going to use it for. What are they looking forward to doing?

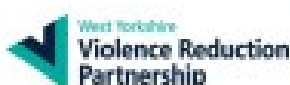


Reporting a concern

Make sure they know that if they see something online that makes them feel uncomfortable that they can always come to you and they won't get into trouble. If you are concerned about something that has happened to your child online, you can make a report via the CEOP website: www.thinkuknow.co.uk

If you are concerned that your child is in immediate danger, call 999.

www.westyorkshire.police.uk/conversation



If you would like further information, support or guidance, please get in touch.



ATTENDANCE

To help the NHS, and to help children maintain good school attendance whilst safeguarding the health and wellbeing of your school community, it is now important that families become familiar with the different illnesses and how to manage them.

www.wyhealthiertogether.nhs.uk.

Healthier Together was launched to provide families, children and young people across West Yorkshire with consistent and high-quality advice from local health and care professionals. All the information on the website has been written by Doctors and other Healthcare staff in West Yorkshire.

On the website families and young people will find advice on what signs and symptoms to look out for, when and where to seek help if required, what to do to keep an unwell child comfortable and how long symptoms should last for a wide range of health conditions, including fever, coughs, asthma, bronchiolitis, gastroenteritis and many others. The website also provides advice and guidance on when you should / shouldn't send them to school:

Healthier Together is a community project which continues to grow by giving people consistent, high-quality advice and putting their needs at the heart of the website.

For any queries or more information about the website please contact:

wyicb-wak.wyhealthiertogether@nhs.net

Visit the West Yorkshire Healthier Together website for advice and guidance on a wide range of common illnesses and medical conditions that affect children and young people aged between 0-19, and for advice on when you should / shouldn't send them to school:

<https://wyhealthiertogether.nhs.uk/parentscarers/child-unwell-ok-go-nurseryschool>



West Yorkshire
Health and Care Partnership

Online healthcare advice for parents and carers of children and young people

Click to visit or search West Yorkshire Healthier Together



Kids' health information hub



Improving the health of babies, children and young people throughout West Yorkshire



West Yorkshire
Health and Care Partnership

Got a mobile? Great!
Access our information
on your smartphone



Open or
download
QR scanner



Scan QR
code



View
landing
page

 Asthma attack	 Croup	 Bronchiolitis	 Difficulty breathing/wheeze	 Fever (over 3 months)
 Fever (under 3 months)	 Coughs and colds	 Diarrhoea and vomiting	 Ear ache	 Sore throat
 Conjunctivitis	 Tummy ache	 Headache	 Constipation	 Hand, foot and mouth
 Limp	 Crying baby	 Head injury	 Safe sleep for babies	 Vaccinations



ATTENDANCE



UK Health
Security
Agency

NHS

Should I keep my child off school?

Yes

Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.

WORKING WITH FAMILIES



Early help is the term used in Leeds to describe our approach on a whole range of individual social, health and educational issues when providing support to children, young people and their families as soon as problems emerge, or re-emerge.

Families should be enabled and supported to have the right conversations, with the right people and at the right time about their needs or concerns, so that statutory interventions can be avoided where this is appropriate.

Early help is voluntary and consent from children, young people and their families to work with them should always be sought.

Intervening as early as possible, regardless of the age of the child or young person, can positively improve their outcomes.

Early help is a collaborative approach not a provision and relies on local agencies working together effectively with families to identify who needs help and then to meet their varied needs. Early help can be provided through a single agency or a multi-agency response as appropriate to the needs of the child and family and the concern.

Leeds early help approach:

- Early in the life of the problem - whatever the age of the child or young person.
- Early to respond when problems emerge, or re-emerge.
- Help to prevent concerns getting worse and avoid the need for statutory intervention.
- Support in school, home and community through a graduated approach.

TALK TO US

If you would like more information or would like the school to assist you with an Early Help referral, please get in touch.

EPEC ~ Being a Parent

Because children don't come with instructions 🧐



What is the EPEC ~ Being a Parent?

Empowering Parents Empowering Communities (EPEC) ~ Being a Parent (BAP) is a parenting programme designed to help you address behavioural difficulties, support child development and outcomes, parenting skills, family resilience and family relationships.



From melt down to magic !

Join like-minded parents and carers in a supportive group, where you are encouraged and supported to explore:

- Positive behaviour management and discipline strategies.
- Managing parent and family stress.
- Understanding and managing children's feelings.
- Parent listening, communication, play and interaction skills.
- Attachment and parent-child relationships.
- Parenting roles, expectations, and culture.



Why is it different?

Being a Parent groups runs over 8 weeks, 2 hours a week and is completely free.

It is run for parents by parents.

Their experiences, backgrounds, skills, and qualities make each session inviting, engaging and fun.

Who is it for?

All parents and carers in Leeds who have one or more children between the ages of 2 to 11 years. The content relates well to getting children school ready.

Before Being a Parent begins there is a welcome session where you can learn more about what is involved and meet the other parents that are interested in joining the group too.

It's your time, no children, just you!



Where and when is it?

Swarcliffe Community Centre (Shop)

65 Stanks Gardens, LS14 5LS

Wed 17th Sept, 9:30 ~ Tea & toast information session.

Wed 24th Sept, 11:00 – 1:00, 8-week group starts (no group at half term).

Free lunch for group members

Please note: there is no transport or childcare available

Interested in finding out more – Come along to the Tea & Toast info session

FAMILY FOOD & WELL-BEING

Working together to improve access to food for families



Emergency food provision

Local Welfare Support Scheme

Leeds City Council has a **Local Welfare Support Scheme** to help people in emergencies or crisis. If you can't afford essentials like food, gas, or electricity, and meet the criteria, you may qualify for help.

For more details and to check if you're eligible,

scan the QR code or visit our website:

leeds.gov.uk/benefits/local-welfare-support-scheme



FoodAid Provision

Local food banks and other projects provide emergency food to people in need. For more details about food support in the city and what's available, check out the Leeds Food Aid Provision Map:

leedsfoodaidnetwork.co.uk/find-emergency-food

or scan the QR code



Healthy Holidays

Over the Easter, summer and Christmas holidays, some community groups, schools and community hubs are running free schemes providing fun activities and healthy meals for eligible school aged children and young people. For more information please visit this page: healthyholidays.leeds.gov.uk or scan the QR code.



Leeds Money Information Centre (LeedsMIC)

The Leeds MIC website provides details of agencies that offer free, independent and confidential advice and support in Leeds. Help is available on a range of matters such as food, debt, energy bills, benefits and emergency support. For more details, please visit: moneyinformationcentre.leeds.gov.uk or scan the QR code. Printed MIC materials, including booklets and flyers are also available at all community hubs and libraries in Leeds.



MIC
MONEY
INFORMATION
CENTRE



B

Children's Centres

If you have a child under 5 you can access your nearest children's centre for a range of support services, scan the QR code or visit:

familyinformation.leeds.gov.uk/childrens-centres

A

C



Leeds School Uniform Exchange

Leeds School Uniform Exchange helps families share great quality school uniforms - Instead of buying new uniforms, you can get them for free! The project also helps set up uniform-sharing programs at schools, online, or in local neighbourhoods in Leeds. For more details, scan the QR code or visit: leedsuniformexchange.org.uk



Healthy Start

If you're more than 10 weeks pregnant or have a child under 4, you may be able to get help to buy healthy food and milk.

You'll be sent a Healthy Start card with money on it and can use it to buy:

- cow's milk
- fresh, frozen or tinned fruit and vegetables
- infant formula milk
- fresh, dried, and tinned pulses

You can also get free Healthy Start vitamins.

How to apply

Get help to buy food and milk:



healthystart.nhs.uk/how-to-apply

or scan the QR code for more information.

If a family claim from when a mum is 10 weeks pregnant the family will receive more than **£1200** for that child



If you need help applying contact Digital Health Hubs – 100% Digital Leeds

digitalinclusionleeds.com

This can make a big difference to your family.

For ideas, help and information on Cooking on a budget: bda.uk.com/food-health/lets-get-cooking/cooking-at-home/cooking-on-a-budget.html



Cost of Living

The Together Leeds website has lots of help and advice to support people with the cost of living. Scan the QR code or visit: leeds.gov.uk/campaign/cost-of-living

Free school meals

You may be able to claim for free school meals for any child who normally lives with you and who is classed as being under your parental care. Children may be eligible for free school meals if you receive benefits such as:

- Universal credit (and your net combined household income is less than £7,400 a year after tax)
- Income support, pension guarantee credit, income-based job seekers allowance, income-related employment support allowance



To check the full eligibility criteria or complete the free school meals claim form, please scan the QR code or visit:

leeds.gov.uk/schools-and-education/apply-for-free-school-meals

Families with No Recourse to Public Funds & Free School Meals

The Government has permanently extended free school meal eligibility to children in all households with No Recourse to Public Funds (NRPF), subject to maximum income and savings levels. To find out more speak to your child's school directly.

Community Hubs

There are Community Hubs across Leeds, where you can find, free, confidential and tailored support and information under one roof. Community Hubs offer Library services, housing support, customer services and job searching as well as many other help and advice options. For further details including opening times, scan the QR code or visit: leeds.gov.uk/community-hubs

