



Bramhope Primary School

School Buildings

EYFS/Key Stage 1

Early Years

Key Stage 1 (Years 1 and 2)

Main Hall

Mrs Colbourn's Office

Main Office

Pastoral Office

Key Stage 2

Years 3-6

Small Hall

Library

Learning Hub

Year 3 and 4 Staff

Year 3

Mrs Rathmell (3R)

Miss Maull (3M)

Year 2 Support Staff

Mrs Bi

Mrs Rattenpal

Year 4

Miss Mansfield (4M)

Mrs House (4HM Mon/Tues)

Mrs McNaboe (4HM Wed/Thurs/Fri)

Year 4 Support Staff

Mr Brogden

Miss Sromova

Miss Wilson

Safeguarding

- All Bramhope staff are committed to the protection, safety and promotion of the welfare of all pupils.
- Any safeguarding concerns or questions about your child's welfare please contact the safeguarding team, who are able to offer support and advice.
- The school Safeguarding and Child Protection policies can be found on the website.
Mr Richard Street (DSL) and Mrs Caroline Judd (DDSL)

Behaviour and Attitudes

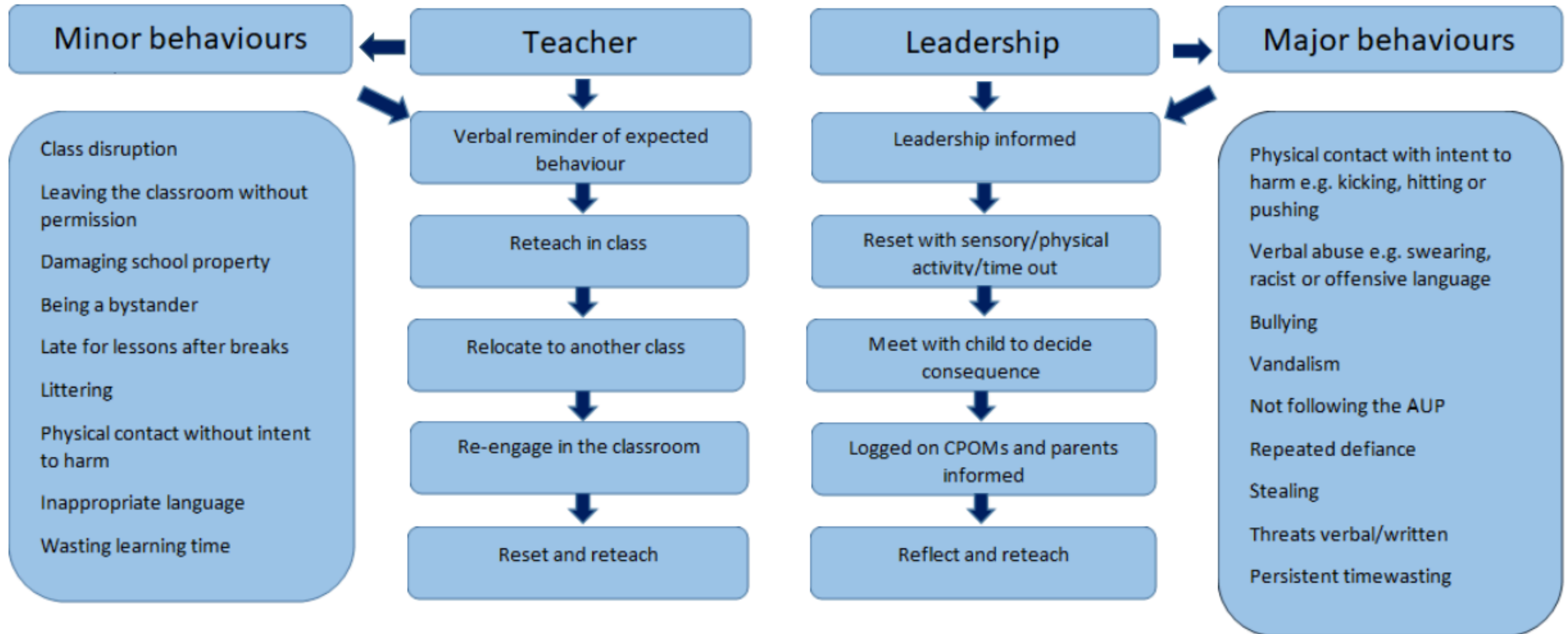
Be safe

Positive

Show respect

Behaviour and Attitudes

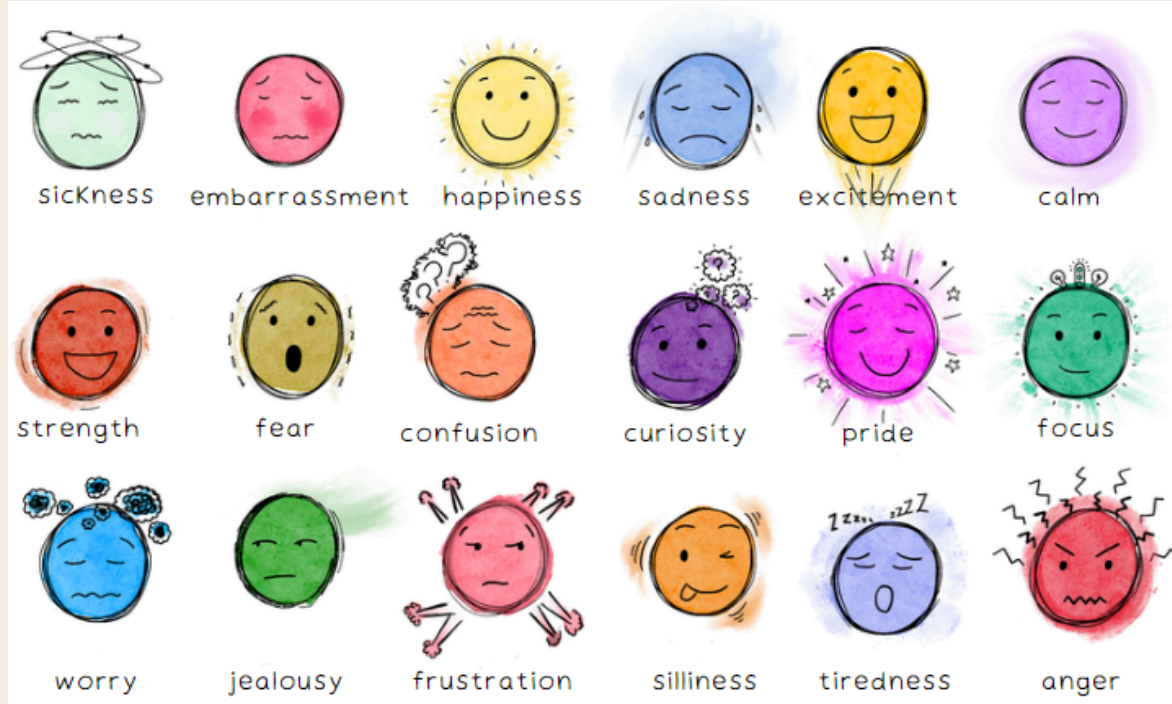
Key Stage 2 Bramhope Primary School Behaviour Matrix



Restorative Practice



SEMH/Journaling



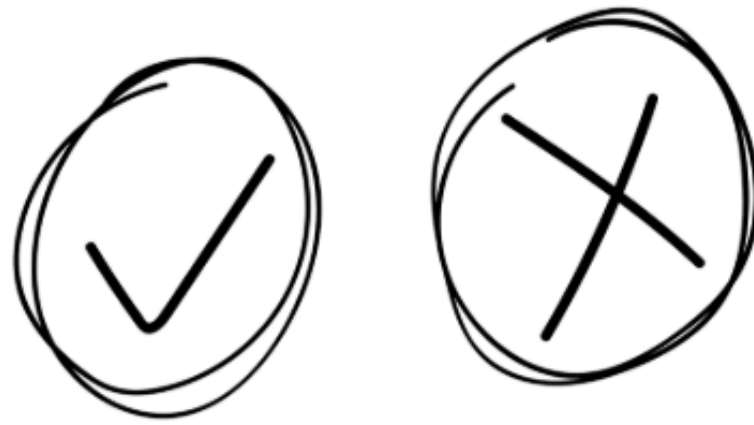
SEMH/Journaling

What is journaling?

There are so many ways to journal!

We can:

- Doodle
- Draw
- Write
- Design
- Decorate
- Thought shower
- AND MORE!

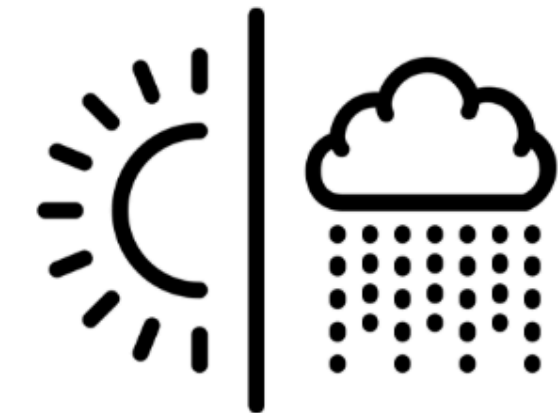


Journaling is about expressing your mind so there really isn't a right or wrong way to do it.

Journal time!

Focus : To identify how I am feeling

How are you?
What weather are you
today?
draw or write!



Classroom routines

How can we sit on the carpet? ☀️



In our class we believe in...

Ourselves and each other

Making everyone feel like they belong

Trying our best and being resilient

Valuing each others ideas and differences

The importance of our emotions and wellbeing

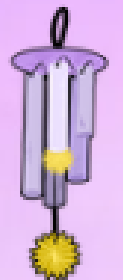
VOICE-O-METER



Silent sunshine



Whispering wind chime



Partner pilots



Loud and proud helicopters



Pastoral Care

**Intervention
Groups**

**Targeted
individual
support**

**Support and
advice to
parents**

Support and advice
to teachers and
other staff

We provide support and guidance to pupils and their families, helping them to address any social, emotional and/or behavioural needs. This may include: building confidence & self-esteem, developing social skills, coping with bereavement and other life events, new pupil induction & transition between key stages.

Pastoral support

- At Bramhope we recognise that positive social, emotional and mental health is fundamental to the healthy development and educational achievement of children.
- We work closely with other adults and external agencies to identify and break down barriers to learning, helping children to stay motivated and "Be Their Best".



Mrs Caroline Judd
Pastoral Lead

Deputy Designated Safeguarding lead

pastoral@bramhopeprimaryschool.co.uk

SENDCo

- Special Educational Needs and Disabilities Co-Ordinator
- Responsible for coordinating provisions across the school and liaising with external agencies.
- In the first instance, a discussion with your child's class teacher is incredibly beneficial.
- The SENDCo can become involved when the provision needed is beyond what can be delivered in the classroom alone and a specific special educational need is identified.
- Parents and children are always involved in discussions.

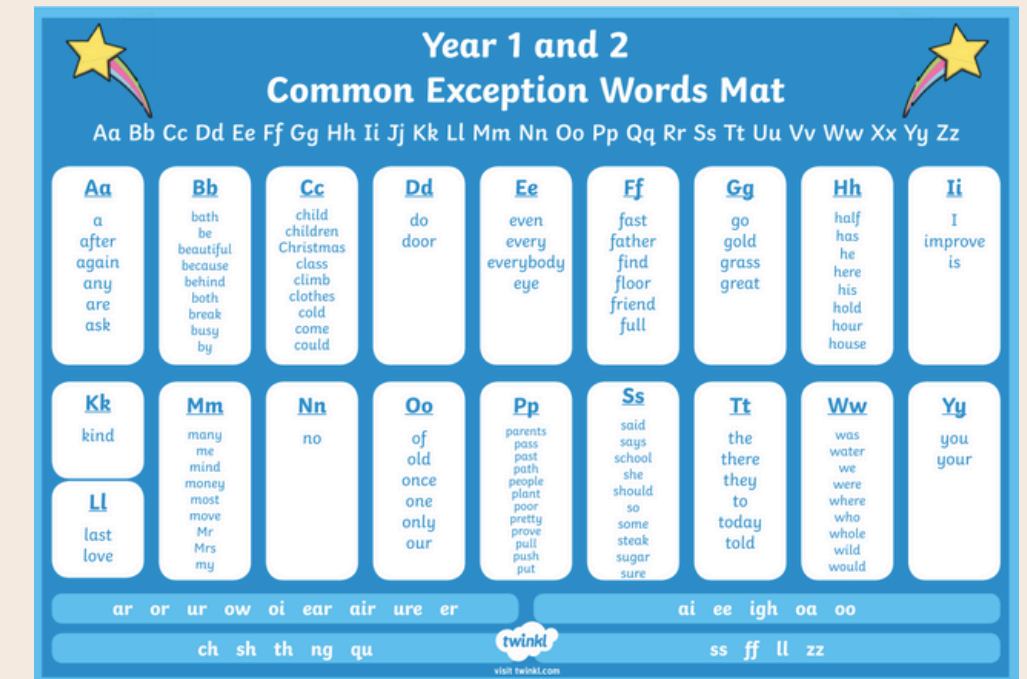
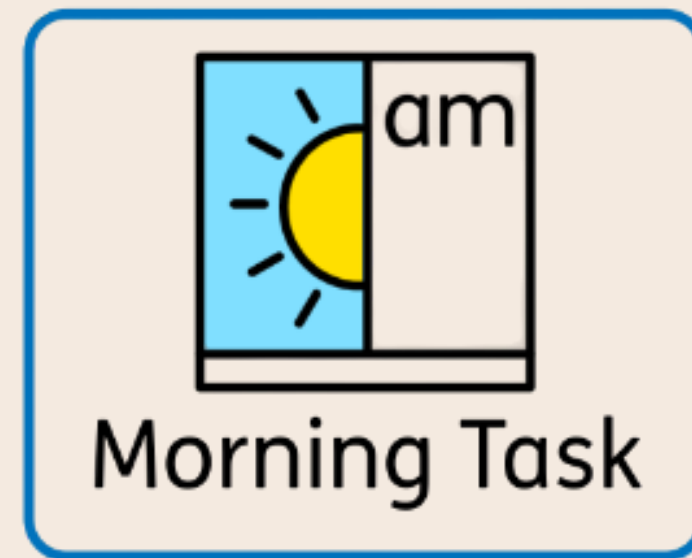


Ms House
SENDCo and Year 4 Class Teacher
send@bramhopeprimaryschool.co.uk

Quality First Teaching

For example:

- Visual time table
- Whole class movement breaks
- Concrete resources
- Word mats
- Worked examples
- Letter formation
- Clear step-by-step instruction
- Visual learning



3R Weekly Timetable

	8:35-8:45	8:45-9:00	9:00-9.30	9:30-10.20	10.00-10.20	10:20-10:35	10:35-10.50	10.50-11.45	11.45-12.00	12:00-13:00	13:00-13:10	13:10-15:00		15:00-15:15		
M	Morning Task	Spelling L1	9.00-10.00 Maths		Assembly	Playtime	Handwriting A	English	ERIC	Lunch	Journaling	PSHE 13:10-14:00	PE 14:00-15:00	Story		
T		Spelling L2	Reading 9.00-9.45	Music 9.45-10.30			Handwriting B	English	ERIC		Journaling	Maths 13:10-14:10	History 14:10-15:00			
W		Assembly 8.55-9.10	Spanish 9.15-9.45	RE 9.45-10.20			Handwriting Ext	English	ERIC		Journaling	Reading 13:10-13:40	Maths 13:40-14:30	Library 14:30-15:00		
Th		Spelling L3	Reading 9.00-9.30	9.30-10.20 Maths			SPAG	English	ERIC		Journaling	Art 13:00-14:00		PE SI 14:00-15:00		
F		Assembly 8.55-9.15	Spelling SC 9.15-9.30	Maths 9.30-10.20			SPAG	English	ERIC		Journaling	Science 13:10-14:20		Computing 14:20-15:00		

3M Weekly Timetable

	8:35-8:45	8:45-9:00	9:00-9.30	9:30-10.20	10.00-10.20	10:20-10:35	10:35-10.50	10.50-11.45	11.45-12.00	12:00-13:00	13:00-13:10	13:10-15:00		15:00-15:15	
M	Morning Task	Spelling L1	9.00-10.00 Maths		Assembly	Playtime	Handwriting A	English	ERIC	Lunch	Journaling	PSHE 13:10-14:00	PE 14:00-15:00	Story	
T		Spelling L2	Music 9.00-9.45	Reading 9.45-10.30			Handwriting B	English	ERIC		Journaling	Maths 13:10-14:10	History 14:10-15:00		
W		Assembly 8.55-9.10	Spanish 9.15-9.45	RE 9.45-10.20			Handwriting Ext	English	ERIC		Journaling	Reading 13:10-13:40	Maths 13:40-14:30	Library 14:30-15:00	
Th		Spelling L3	Reading 9.00-9.30	9.30-10.20 Maths			SPAG	English	ERIC		Journaling	Art 13:00-14:00		PE SI 14:00-15:00	
F		Assembly 8.55-9.15	Spelling SC 9.15-9.30	Maths 9.30-10.20			SPAG	English	ERIC		Journaling	Science 13:10-14:20	Computing 14:20-15:00		

Reading

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)

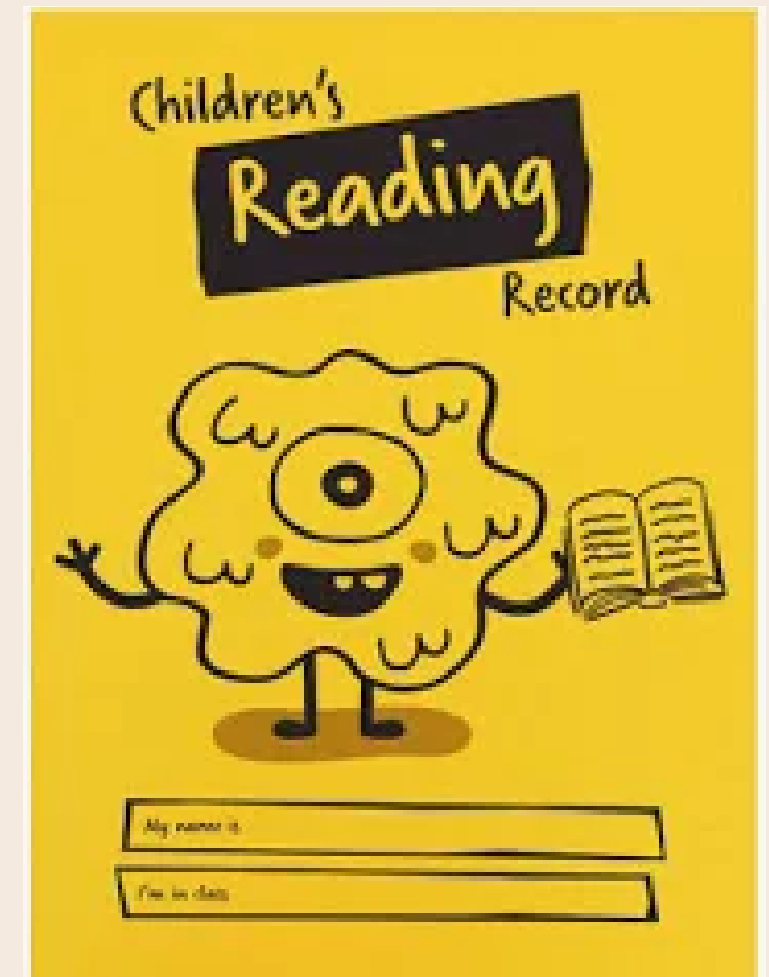
Reading at home

Reading plays a very important role in all of our learning. As well as developing a love of reading, our aim is to continue to develop accuracy, automaticity and prosody within reading which supports and strengthens comprehension. All pupils have a reading record to record their reading at home and school. Pupils will select an age/stage appropriate reading book from school. They are able to change their book as and when needed, ideally once a week but we appreciate some books may need longer. While pupils may often read independently at this stage, we ask that parents/carers continue to listen to your child read aloud on a regular basis. We kindly ask for a minimum of one parent/carer comment in your child's reading record per week (more welcome). The parent/carer comment should communicate pages read and a brief description of your child's reading. As well as one parent/carer comment per week, pupils may wish to record their own comments including pages read and a reflection of what they have read. Reading records will be collected and checked on Wednesdays. Reading records and books should be brought to school every day, to enable school staff to utilise every opportunity to read one-to-one with pupils.

Changing books: As and when needed (ideally once per week)

Parent/carer comment: Minimum of one comment per week

Reading records will be checked on: Wednesdays



English

Writing - Sequence of Teaching

1

Writing outcome

Identify writing outcome for the unit.
Reason: Why are they writing?
Audience: Who are they writing for?
Features: What are the features that need to be taught/included?
Tone: How do we want our writing to sound?
Refer to the Writing LTP and Unit Planners

2

High-quality text

Identify high-quality text to support and inspire your writing outcome (may or may not be same genre).
Read as a reader - Can I explore and understand the text? Use VIPERs to support planning with a focus on 'staying in the story'.
Refer to Reading Road Maps

3

Writer's toolkit

Read as a writer - explicit teaching of the writing genre, features and SPAG. Discuss and unpick model texts. Collect and extend vocabulary. Explicit teaching and practice of identified features and SPAG objectives.
Refer to Writing Road Maps

4

Capture and create

Capture ideas - research for non-chronological report, capture ideas for character, setting for narrative writing.
Plan - Select and sequence their content including key vocabulary and concepts where required.
Draft - Likely to begin with modelled, shared or guided writing before pupil's writing.
Edit - From class feedback, editing such focus on one or two key concepts well. Likely to be linked back to identified features/SPAG.
Publish - How the writing will be published depends on the R.A.F.T.

Writing to entertain

Read as a reader -
To explore and understand the text

LC. Can I explore and understand a text?

Key text:
The Boy, the Troll and the Chalk
Anne Booth



Writer's toolkit

LC. Can I identify, generate and effectively use noun phrases to describe?

LC. Can I use co-ordinating and subordinating conjunctions (and, or, but, when, if, that, because)?

LC. Can I use the past tense for narrative?

LC. Can I identify and effectively use adverbs to add detail?

Capture and create
- plan, draft, edit and publish

LC. Can I plan my narrative retell?

LC. Can I draft my narrative retell?

LC. Can I edit my narrative retell?

LC. Can I publish my narrative retell?

Writing outcome:
To retell a familiar story.

Handwriting

Year 3:

- Form and use the four basic handwriting joins.
- Write legibly.
- To write legibly using the appropriate joins.

Year 4:

- Use a joined style throughout their independent writing.
- Write with consistency in size and proportion of letters, e.g. *by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.*

Joining groups

The joining groups divide the letters according to how they will join to other letters.

Group 1

a c d e h i k l m n s t u

Thirteen letters with exit flicks plus s.

Group 2

a c d e g i j m n o p q r s u v w x y

Nineteen letters which start at the top of the x-height.

Group 3

b f h k l t

Six letters which start at the top of the ascender.

Group 4

f o r v w

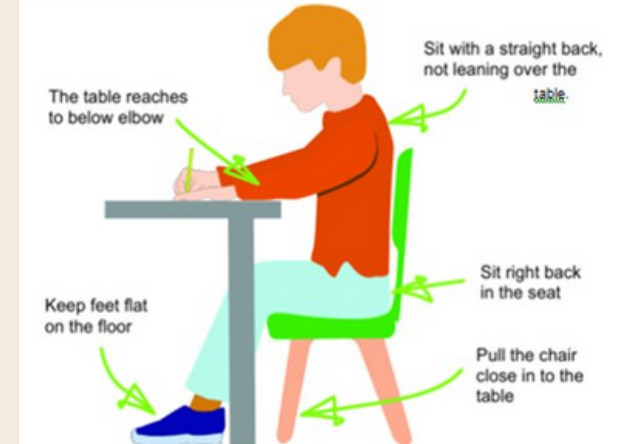
Five letters which finish at the top of the x-height.

The break letters

b g j p q x y z

Eight letters after which no join is made. Joins are not made to or from the letter z.

SITTING POSITION



The quick brown fox jumps over the lazy dog.

Spelling

A new list of spelling words will be added to pupils spelling books each week. These spellings will be in line with our focus spelling lessons/rule that week. We will complete a 'spelling challenge' of the focus rule/spelling words on Friday morning. This spelling challenge will be completed on the page next to the spelling list so you are able to see your child's completed spelling challenge. Please practise the focus spellings at home regularly. Spellings can be practised using a range of strategies such as 'Look, Say, Cover, Write, Check', 'Rainbow Writing' and 'Have a go'. Please practise spellings in an alternative books/writing resources to reserve the pages in this spelling books for the spelling list and spelling challenge.

Please ensure spelling books are in school on Friday.

Maths

Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Number - Place Value			Number - Addition and subtraction			
Autumn 2	Number - Addition and subtraction	Number – Multiplication and division A		Assessment week (NFER)	Number – Multiplication and division A		
Spring 1	Number – Multiplication and division B			Measurement – Length and perimeter			
Spring 2	Number – Fractions A			Assessment week (NFER)	Measurement – Mass and capacity.		
Summer 1	Number – Fractions B		Measurement – Money		Measurement – time		
Summer 2	Geometry – Shape	Statistics		Assessment week (NFER)	Consolidation of learning		

x	Autumn 1	Autumn 2	Spring 1		Spring 2			Summer 1			Summer 2		
Y 2	Counting in 2s, 5s and 10s.		x2	x10	x2	x5	x10	x2	x5	x10	x2	x5	x10
Y 3	Recap x2, x5, x10	Recap x2, x5, x10	Recap x3 x4		x2	x5	x8	x2	x5	x8	x2	x5	x8
	X3	X4	X8		x10	x4	x3	x10	x4	x3	x10	x4	x3

Maths at home

Mathletics will be set weekly every Wednesday to be completed by the following Wednesday. This will be linked to the topics taught in maths during the week. Log in details will be provided during the curriculum evening.

Each week, pupils will be set a 20 minute session on TT Rockstars (garage). Pupils will be able to access the other activities and games once the initial 20 minute has been completed. Log in details will be provided during the curriculum evening.



Mathletics

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 Written calculations Units of work	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. 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.
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 find 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.

Assessment

Informal assessment: eg weekly spelling challenges.

- These are opportunities for us to assess children's knowledge and understanding in the moment, and as such adjust teaching and support accordingly.

Formal assessment:

- Termly NFER assessments in reading and maths. These are standardised assessments.
- Termly checking of common exception word knowledge for your child's current year.
- Timetable check
- Writing assessment per term.
- Termly multiplication checks.

Physical Education

- Each class has two sessions for PE each week. Children should come to school wearing their PE kits on **Monday** and **Thursday**
- One session is taught by Sporting Influence and the other by the class teacher.
- Please can all children have their hair tied up. If they have their ears pierced, the children will have to take them out.



Mr Nick Crooks

Assemblies

Monday 10:00 Mrs Colbourn 'Big Think' Assembly

Wednesday 8:55 Mr Street Assembly

Friday 8.55 Celebration Assembly Mr McKeown and Mrs Rathmell

Enrichments/trips

The Cave - 6th /7th November - approx. £8 per pupil

Lovely Light (Science workshop) - February - £4.80

The Hepworth Wakefield - TBC - TBC

Ancient Egyptian Workshop - May 2025 TBC - approx £8

Lunchtimes

At Bramhope, our school meals are provided by our private caterers, Hutchison. Menus are changed termly and are designed to meet the School Food standards which specify which types of food should be served at school and how often. If you would like to read more about the School Food Standards.

Most parents opt for their child to have a school lunch, and we currently serve approximately 340 meals a day. Menus are on the school website; meals can be ordered in advance and cost £2.60 per day. There is always a sandwich option available as well as a vegetarian option.

Lunchtimes

Packed lunches

Our aims

In school, we teach all children what is meant by a balanced diet and how this can affect their health. Our aim is that all children:

- Learn what we mean by food groups
- Know which foods belong in which food group
- Understand whether their own diet is generally healthy and balanced
- Understand the direct link between diet and physical and dental health
- Make informed choices about their own meals and packed lunches rather than feeling that there are some foods that they should never eat
- Challenge themselves to try something new or make small changes if necessary

Our approach

We teach children about a balanced diet through science lessons, PSHE lessons and school assemblies.

- One portion of fresh fruit such as apples, bananas or grapes
- One portion of vegetables such as cucumber, carrot sticks or tomatoes
- A type of starchy food such as bread, rice, pasta, noodles or crackers
- A type of milk and dairy food such as cheese or yoghurt
- A source of protein such as tuna, egg, chicken or beans
- No more than one high sugar/high fat 'treat' such as a cookie, crisps or cereal bar- please do not send any chocolate bars or sweets
- A bottle filled with fresh water-please do not send juice

Whilst we do not 'police' packed lunches, we will speak with you or your child if they need to be reminded about our strict 'no nuts' policy and encourage them to make healthy choices wherever possible.

Playtimes

- Outdoor play (snack/milk) - 10:20-10.35
- Children's water bottles are available as and when children feel like they require it, and we do provide regular 'nudges' to drink during the course of the school day.
- Movement break/sensory rest throughout the school day.

Communication channels

Emails - via admin team or class emails

- 3R@bramhopeprimaryschool.co.uk
 - 3M@bramhopeprimaryschool.co.uk
 - admin@bramhopeprimaryschool.co.uk
-
- Arrange an appointment
 - Absences/lateness/sickness please report to school office
 - Please inform the school office for pick up arrangements

Key messages

- Coats
- Water Bottles
- Reading books and reading records in bag everyday
(checked on Wednesday)
- Spelling Books on a Friday
- No toys, or jewellery please

- Names in any clothing likely to be removed (coats, jumpers etc)
- Healthy fruit or snack can be brought in from home - nothing containing nuts please.
 - Fruit, veg, rice cakes etc, and no juice.

Any questions?

