



# BRAMHOPE PRIMARY SCHOOL PARENT PACK

Spring Term 1 2026

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



BRAMHOPE PRIMARY SCHOOL  
COLLABORATIVE LEARNING TRUST



# 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**

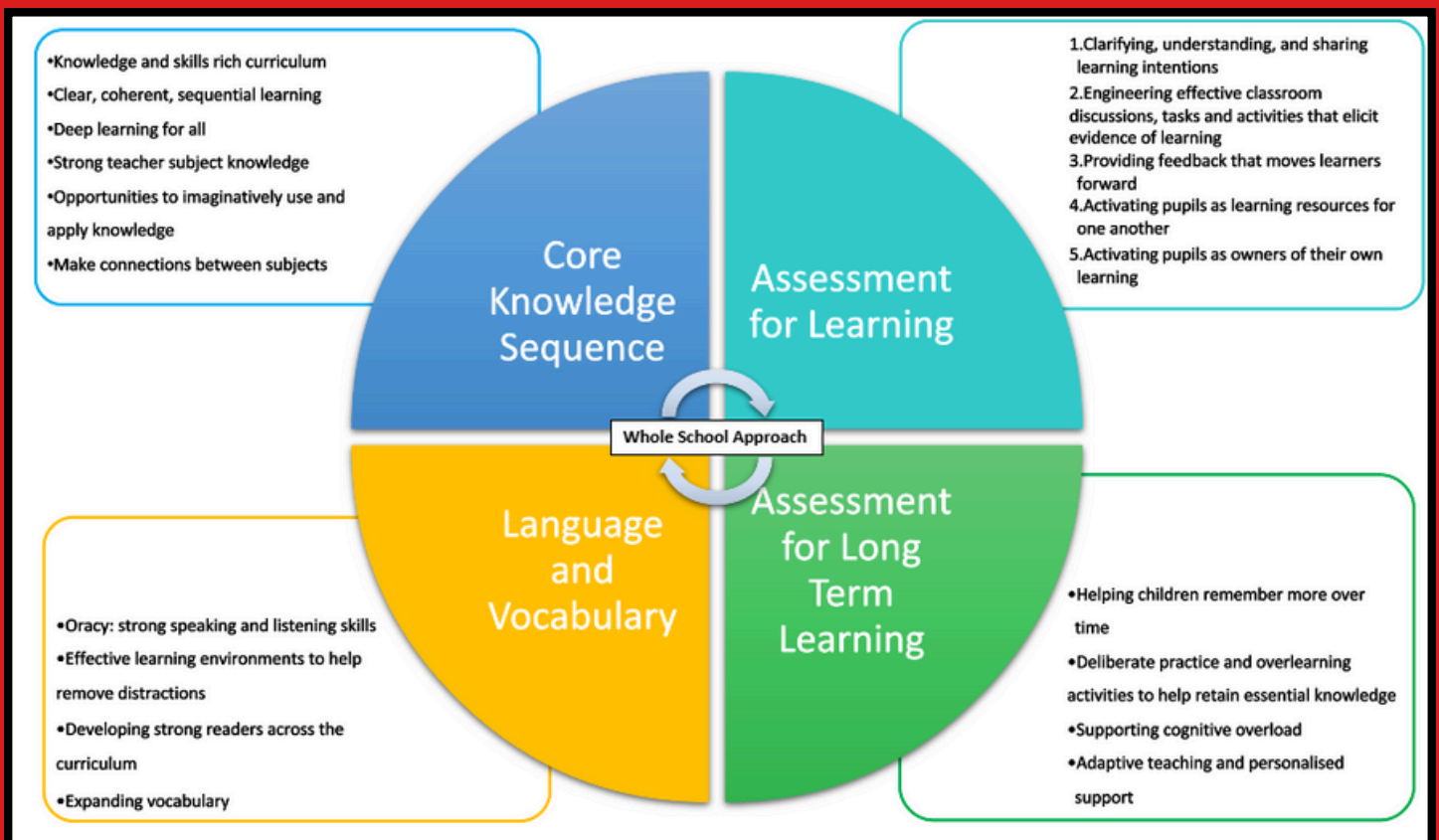
- Having high aspirations for the future
- Taking opportunities
- Becoming a leader

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](mailto:admin@bramhopeprimaryschool.co.uk)

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

A collage of three overlapping documents. The top document is titled 'Year 3 and Year 4 English' and includes a section on 'Speaking and Listening in Year 3 and Year 4'. The middle document is titled 'Tests your child will take' and features a word cloud with terms like 'Curriculum', 'Level', 'Tests', and 'Secondary'. The bottom document is a parent guide titled 'The national curriculum. A guide for parents.' with an introduction and a section on 'What's Changed?'.

**Year 3 and Year 4 English**

**Speaking and Listening in Year 3 and Year 4:**  
Listen and respond appropriately to adults and peers.

**Tests your child will take**

**The national curriculum. A guide for parents.**

**Introduction**

For generations, parents have found themselves visiting primary schools with their children only to hear themselves saying, "It's not like when I was at school." Things change quickly in education, and at no time in the past 25 years has that been truer than September 2014 when the whole school curriculum changed for maintained schools throughout England.

It would be impossible to set out in detail everything your child would learn during their seven years of education at Bramhope Primary School, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help parents support their children in making the most of their education.

**What's Changed?**

English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week. Alongside these are the familiar foundation subjects: Art, Computing, Design and Technology, French (age 7+), Geography, History, Music and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: schools have much more flexibility regarding what they cover in these subjects.

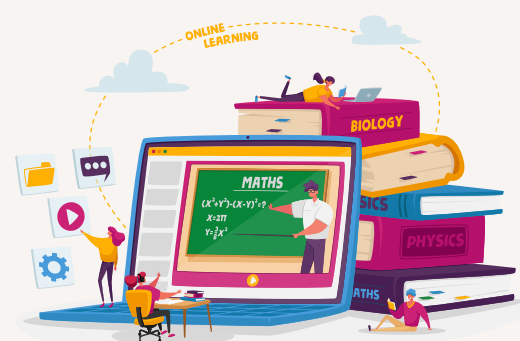
Much of the publicity about the changes to the curriculum has focused on 'higher expectation' in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past.

**Maths:** There is a greater focus on number facts (number bonds/times tables); calculation methods; reasoning and problem solving across different areas in maths.

**English:** There is a greater focus on spelling, grammar and punctuation, as well as speaking and listening.

**High Achievers.**  
If your child is achieving highly, rather than moving on to the following year group's work, schools are expected to encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

# 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 enhance 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...

## Maths

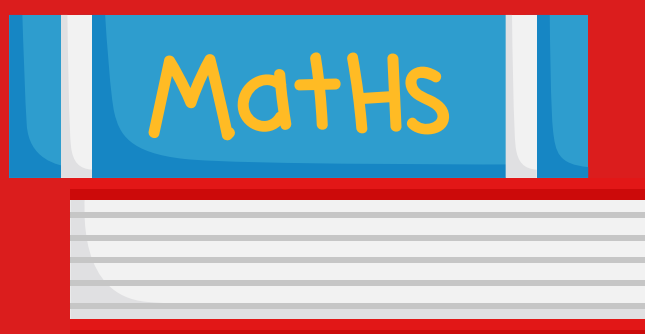


We want pupils to be confident and secure mathematicians and to gain the knowledge that will prepare them for the next stage of their education.

At Bramhope Primary School, our mathematical sequences of learning aim to develop fluent understanding, reasoning and problem-solving proficiency alongside collaboration and resilience.

Our sequences of learning are underpinned by three strands:

1. Children become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge, rapidly and accurately.
2. Children learn to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
3. Children learn to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



The Maths curriculum has been designed to include the rehearsal of core facts, methods and strategies that can be used to complete exercises and solve problems. There are also daily opportunities for explaining, justifying and proving concepts using informal and diagrammatic methods. Teaching and learning is based on the White Rose Maths scheme of work. However, this is adapted to meet the needs of pupils. We also use resources such as the NCETM and Nrich.

In reasoning, we encourage all pupils to deepen their understanding and challenge their findings.

This is through:

- Representing - analysing, recording, doing, checking and confirming.
- Enquiring - planning, deciding, organising, interpreting and justifying.
- Reasoning - creating, deducing, applying, exploring, predicting, hypothesising and testing.
- Communicating - explaining methods and solutions, choices and decisions.

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

## 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 tables and know the associated division facts

All children in years 3 to 6 have a Times Tables Rockstars Account. This is a great way of learning your tables! Please ask your child's class teacher for a login if you don't have one.

# CURRICULUM TOPICS FOR THE SPRING TERM

Early Years

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

# CURRICULUM TOPICS FOR THE AUTUMN TERM

## Year 1

Year group: 1		Term: Spring 1
Subject	Strand	Unit of work title / Overview
English	Reading	Read sentences and larger texts with pace, intonation, confidence and fluency.
	Writing	Journey, Aaron Becker – writing a fantasy story based on a wordless text. Appreciate and recite poetry – People Need People, Benjamin Zephaniah.
	Phonics/Spelling	Group focused phonics: Recognise, read and write set 1, 2 and 3 sounds in words; read sounds and words at their challenge point speedily.
	Grammar	Nouns, verbs, adjectives, conjunctions and adding suffix –ed to verbs to make them past tense, e.g. helped
	Punctuation	Full stops, capital letters and finger spaces.
Maths	Mental calculations	Number bonds and fact families to 20, fluently counting forwards and backwards from any given number across 100
	Written calculations	Addition and subtraction to 20, including missing number calculations and number bonds.
	Units of work	Place value (composition) of numbers to 20; Addition and subtraction calculations within 20.
Science	Working scientifically	Comparative and fair testing, observing over time, Research using secondary sources, Identifying, classifying and grouping, Pattern seeking.
	Units of work	Animals, including humans. Learning about the different types of animals, their features and their habitats.
Spanish	Units of work	Under the sea/Bajo el mar
Geography	Units of work	Polar Regions: comparing the Polar regions – looking at similarities and differences. Exploring the continents and hot and cold areas of the world in relation to the equator.
Art/D.T.	Units of work	Artist: Daria Solak Building drawing skills including exploring light and dark and lines of different thicknesses; begin to explore the use of line, shape, texture and colour and investigate tone. Working towards a final piece using Daria Solak's work and technique as inspiration.
Music	Units of work	Musical Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. Pieces: Football (Alison Burns and Tony Bonning), Rain is falling down (Traditional)
RE	Units of work	Unit: Who is Jewish and how do they live? This unit has a focus on Judaism, including Jewish worldviews and ways of life, texts from the Torah and their importance.
Computing	Units of work	Hour of Code, Course A. Understanding and creating algorithms to move an object or character from one point to another. Use technology safely, respectfully and responsibly. Digital Literacy: Health and wellbeing – being mindful of how much time we spend online and understanding the effect that too much screen time has on our wellbeing.
PE	Units of work	Gymnastics: looking at how we control our bodies, the range of movements we have, and using apparatus to create a sequence to perform.
PSHE	Units of work	In our health and wellbeing unit of learning, we will explore the question of 'What helps us to stay healthy?'. We will zoom in on general hygiene routines, dental care and hygiene, medicines and the people who help us to stay physically healthy to support us in answering our question.

## Year 2

Year group: 2		Term: Spring 1
Subject	Strand	Unit of work title / Overview
English	Reading	To continue to develop automaticity when reading. To develop fluency and expression. To explore and understand a text.
	Writing	Writing to inform: writing a set of instructions and a non-chronological report. Key texts: The Disgusting Sandwich by Gareth Edwards, The Most Important Animal of All by Penny Worms, Hannah Bailey.
	Phonics/Spelling	Read Write Inc. Recapping set 3 sounds. Year 2 Common Exception Words (Spring 1). / ai/ sound spelt 'y', contractions, /i/ sound spelt 'le', adding '-ing', '-ed', '-er', '-est' to words, /i/ sound spelt 'ey', /r/ sound spelt 'wr'.
	Grammar	Use sentences with different forms: statement, question, command, exclamation. Select, generate, and effectively use imperative verbs. Use subordination for time using when, before and after. Subordination and co-ordination to join words and clauses. Use ly suffix to begin to create adverbs.
	Punctuation	Secure the use of capital letters, full stops, exclamation, and question marks. Commas to separate items in a list.
Maths	Mental calculations	2, 5, 10 times-tables.
	Written calculations	Multiplication and division. One step and two step word problems.
	Units of work	Money – Counting and comparing amounts of money. Calculating with money including making a pound, finding change and two step problems. Multiplication and division – Recognising and making equal groups, introduction of multiplication symbol, using arrays. The 2, 5 and 10 times-tables. Division by 2, 5, and 10s. Doubling and halving. Odd and even numbers.
Science	Working scientifically	Identifying, classifying, and grouping. Asking simple questions.
	Units of work	Animals including humans (offspring and lifecycles). To find out and describe the basic needs of animals, including humans, for survival. Make observations on human and animal offspring and how they change over time. Describe the life cycles of animals. Research how to look after a pet.
Spanish	Units of work	Mi casa ideal – My dream house
Geography	Units of work	Going to School in Bombo - Focus on Bombo, Uganda. Understanding geographical similarities and differences through studying the human and physical features of Bombo and comparing them to the human and physical features of Bramhope.
Art/D.T.	Units of work	Art: Sculptures, Genre: Clay, Technique: Pinch pots and markings, Artists: Josiah Wedgewood D.T. Topic: Textiles. Making a small bag.
Music	Musician	Grandma's Rap
	Units of work	Explores beat and rhythm work using crotchets and quavers. Beginning with on-the-spot actions, followed by stepping the durations, stick notation is introduced and pupils go on to create their own 4-beat patterns which they will loop creating an accompaniment to perform the rap to.
RE	Units of work	What is Islam and how do Muslims live?
Computing	Units of work	Learning how to use Microsoft Word to create a poster. Digital literacy: Health and Wellbeing
PE	Units of work	Gymnastics: Developing flexibility, strength, technique, control, and balance. Performing dance using a range of movement patterns.
PSHE	Units of work	Living in the wider world. Exploring different jobs that people in the community do. The role of internet in everyday life and how digital devices can be used safely to communicate.

## Year 3

Year group: Year 3		Term: Spring 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	Writing to inform. Read and analyse non-fiction in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction. Use organisational devices for factual writing including headings, sub-headings, bullet points, numbered lists, diagrams. Key text: Madame Pamplemousse and Her Incredible Edibles by Rupert Kingfisher.
	Spelling	Suffixes '-ness' and '-ful' following a consonant. Prefixes 'sub-' and 'tele-'. Apostrophe for contraction. Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'. Teach suffixes '-less' and '-ly'. Spring 1 Common Exception Words.
	Grammar	Select generate and effectively use imperative verbs and adverbs to add detail. Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Use conjunctions, adverbs and prepositions to express time, place and cause (when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in). Accurately use commas in a list.
	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	Units of work	Multiplication and division A: Use arrays, multiples of 2, 5 and 10, Sharing and grouping, multiply by 3, divide by 3, the 3 times-table, multiply by 4, divide by 4, the 4 times-table, multiply by 8, divide by 8, the 8 times-tables. Multiplication and division B: Multiples of 10, related calculations, reasoning with multiplication, multiply a 2-digit number by 1-digit number (no exchange and then with exchange), divide a 2-digit number by a 1-digit number (no exchange, flexible partitioning and then with remainders).
	Working scientifically	Ask relevant questions and use different types of scientific enquiries to answer them. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Using straightforward scientific evidence to answer questions or to support their findings.
Science	Units of work	Pupils will learn what light is; how different materials reflect light and how shadows are formed and can change throughout the day. Children will demonstrate their knowledge of light and shadow through their shadow investigations.
	Units of work	Shapes - Las formas
Spanish	Units of work	Shapes - Las formas
Geography	Units of work	UK and Yorkshire – Knowing the main cities in the UK and understanding that the UK is split into counties. Learn that Yorkshire is the largest county in the UK and separated into West Yorkshire, North Yorkshire, East Riding of Yorkshire and South Yorkshire. Learn about the cities, coastlines, rivers and transport links in Yorkshire.
	Artist	Barbara Hepworth
Art/D.T.	Units of work	Sculpture – Join two pieces of clay by roughing both surfaces, make an object out of a malleable material or a purpose e.g. pot or tile. Use a coiled method to create a clay sculpture.
Music	Musician	Ukulele lessons with Mr Row (ArtForms)
	Units of work	
RE	Units of work	What is it like for someone to follow God?
Computing	Units of work	Word processing: Creating and saving Microsoft Word documents, focusing on changing fonts, underlining, italics and bold. Importing images and then presenting their final piece to their class.
PE	Units of work	Gymnastics – learning a range of rolls and partner balances. (Forward Rolls, Teddy Bear Rolls, Army Roll, Log Roll)
PSHE	Units of work	Relationships - What families look like? Explaining what our family structures look like and understanding that other families might look different. Share some common features of family life across different families and faiths. Shared characteristics that link to healthy family life. How do people show they are for one another?

# CURRICULUM TOPICS FOR THE AUTUMN TERM

## Year 4

Year group: 4		Term: Spring 1
Subject	Strand	Unit of work title / Overview
English	Reading	The Incredible Ecosystems of Planet Earth
	Writing	The Last Bear – Writing our own version of a non-fiction story with a key theme and narrative
	Phonics/Spelling	The /g/ sound spelt 'gu', 'ure' sound, Prefixes (Inter-, Anti-), Homophones, CEW4 – Column 3
	Grammar	Pronouns, noun phrases, conjunctions, adverbs, adjectives, prepositions
	Punctuation	Full stops and capital letters, apostrophes, commas after fronted adverbials, inverted commas
Maths	Mental calculations	Multiplication and division facts up to 12 x 12
	Written calculations	Column multiplication and short division (bus stop method)
	Units of work	Multiplication and Division, Length and Perimeter
Science	Working scientifically	Identifying, classifying and grouping, research using secondary sources
	Units of work	Living things and habitats
Spanish	Units of work	Mia Familia, My family
Geography	Units of work	Biomes including Rainforests
Art/D.T.	Artist	Georgia O'Keeffe, Margaret Flockton
	Units of work	Botanical Drawings
Music	Musical focus	Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases
	Pieces	The 'Doot Doot' song
RE	Units of work	What do Hindus believe God is like?
Computing	Units of work	Using Microsoft Word to create a fact file
PE	Units of work	Gymnastics
PSHE	Units of work	How can we manage our feelings? Different feeling intensities? Where in our bodies do we feel emotions?

## Year 5

Year group: 5		Half Term: Spring 1
Subject	Strand	Unit of work title / Overview
English	Reading	Shark Caller by Zillah Bethell
	Writing	This half term we will be practising our verbal and written discussion techniques.
	Spelling	The focus is on: ibly/ably; cial/tial; prefixes; sc words; line 3 of CEW; hyphens
	Grammar	Adverbials, relative clauses, modal verbs, conjunctions (e.g. in addition to, furthermore, on the other hand, finally)
	Punctuation	Parenthesis (brackets, dashes, commas), semi colons, colons.
Maths	Units of work	The focus this half term is a continuation of multiplication and division (Written method) and Fractions (multiplying, finding fractions of amounts).
Science	Working scientifically	Identifying, classifying, and grouping; Comparative and fair testing; Pattern seeking; Observing over time; Research using secondary sources
	Units of work	Properties and changing materials: This unit builds on the children's knowledge of solids, liquids and gases and looks at how mixtures and solutions can be separated using a range of different ways. It also looks at the ideas of reversible and irreversible changes. This is a continuation of our topic from last half term so we will be building on this learning.
Spanish	Units of work	The classroom – La clase. Learning about classroom items. Using possessive determiners and making negative sentences.
Geography	Units of work	Natural Resources – we will be learning about what are the world's natural resources, where are they found in the world, and we will focus on energy production including use of non-renewable/renewable resources and sustainability.
Art	Units of work	Seascapes: We will be learning different techniques to create seascape watercolour paintings. Artist: We will be researching and using the same techniques and style as Claude Monet.
Music	Units of work	Madina tun Nabi. Learning an Islamic song and about its origins. Learning to sing it in two parts and using instruments to accompany the song.
RE	Units of work	Why is the Torah so important to Jewish people? Learning about how the Torah influences the Orthodox and Progressive aspects of the Jewish faith.
Computing	Units of work	Databases – look at how fact file databases can be used to organise data in records. We will use tools within a database to order and answer questions about data and create graphs and charts from the data to help solve problems. We will also use real life databases to answer a question and present our work to others.
PE	Units of work	Gymnastics – we will be using balances, rolls and vaults to practise and perform a routine.
PSHE	Units of work	What makes up a person's identity? This will look at diversity and how everyone is unique.

## Year 6

Year group: 6		Half Term: Spring 1	
Subject	Strand	Unit of work title / Overview	
English	Reading	Floodland by Marcus Sedgewick	
	Writing	We will be using drama techniques such as hot seating, freeze/framing and role play to understand why the characters act and speak in a certain way. We will be writing persuasive speeches and giving advice to the main characters.	
	Spelling	Ibly/ably, cial/tial, prefixes and Word Wall Line 3	
	Grammar	Punctuation, morphology, antonyms and synonyms, formality, tenses, active and passive voice.	
	Punctuation	Higher order punctuation, including brackets, dashes and commas, semicolons and colons.	
Maths	Units of work	To draw 2-D shapes using given dimensions and angles To recognise, describe and build simple 3-D shapes, including making nets To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	
		Working scientifically	We will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Then we will study the impact of diet, exercise, drugs and lifestyle on the way our bodies function as well as describe the ways in which nutrients and water are transported within animals, including humans.
		Units of work	We will learn how to describe animals and their habitats in Spanish. Children will develop vocabulary related to animal names, physical characteristics, and natural environments, and practice using adjectives
Spanish	Units of work	We will learn how to describe animals and their habitats in Spanish. Children will develop vocabulary related to animal names, physical characteristics, and natural environments, and practice using adjectives	
Geography	Units of work	Natural disasters: we will study the causes of earthquakes, tornadoes and volcanic eruptions. We will use atlases to locate the Ring of Fire.	
Art	Artist: William Morris	We will be looking at the work of famous pattern designer, William Morris, and learning some lino printing techniques.	
	Printing		
Music	Musician	Range of musicians from around the world.	
	Units of work	Singing and playing in different styles with different ensembles. We learn about music from all around the world and explore personal emotions through music.	
RE	Units of work	We will explore key aspects of Hinduism, deepening their understanding of its beliefs, practices, and cultural significance.	
Computing	Units of work	We will be using Scratch to play and design games.	
PE	Units of work	Gymnastics: Recap and refine different types of rolls, canon and unison, balances.	
PSHE	Units of work	We will build media literacy and digital resilience as part of our online safety education	

# What's coming up this term?

## January

**Thursday 8<sup>th</sup>** School nurses: Reception Height/weight/vision check  
Year 6 Height and weight check

**Friday 9<sup>th</sup>** Hepworth Day

**Monday 12<sup>th</sup>** Year 1 Alive and Kicking Workshop

**Friday 16<sup>th</sup>** Road safety training for Reception 'Teddy Takes a Tumble'

**Friday 16<sup>th</sup>** Year 2 Pedestrian training

**Thursday 22<sup>nd</sup>** Year 4 Pedestrian Training

**Friday 23<sup>rd</sup>** Year 5 Pedestrian Training

**Friday 30<sup>th</sup>** Parent workshop in KS1 hall 'Understanding Children's Behaviour' 9am-10.30am

**Friday 30<sup>th</sup>** SEN coffee morning will join the parent workshop

## February

**Tuesday 3<sup>rd</sup> 5:30-6:30pm** Y6 parents' meeting- SATs and Residential visit

**Monday 2<sup>nd</sup>-Friday 6<sup>th</sup>** Children's mental health week: 'This is my place'

**Friday 6<sup>th</sup>** PTA disco. KS1 3.30-5pm. KS2 5.30-7pm.

**Friday 6<sup>th</sup>** KS1 National number day/KS2 TT Rockstars day

**Monday 9<sup>th</sup> and Wednesday 11<sup>th</sup>** Year 6 parents evening 3.30-6.30pm

**Monday 9<sup>th</sup>-Friday 13<sup>th</sup>** Whole school science week including science workshops for Y2 to Y6

**Thursday 12<sup>th</sup>** Reception and Key Stage 1 Parent Science Drop-in at 2.30 to 3pm

**Friday 13<sup>th</sup>** Key stage 2 Parent Science Drop-in 2.30 to 3pm

**Tuesday 10<sup>th</sup>** Online safety day

**Monday 9<sup>th</sup>** Year 1 Lion Learners

**Tuesday 10<sup>th</sup>** Young Voices Trip- School choir

**Monday 16<sup>th</sup> - Friday 20<sup>th</sup> February - Half Term**

**Tuesday 24<sup>th</sup>** Year 3 visit to Hepworth Museum

**Wednesday 25<sup>th</sup>** School nurses - Reception/Year 6 Height/weight/vision for any children not completed

**23-27<sup>th</sup>** House times table challenge

## March

**Monday 2<sup>nd</sup> to Friday 5<sup>th</sup> March** Speak out Stay Safe Week. NSPCC assemblies. Workshops for Years 2, 5 and 6.

**Monday 2<sup>nd</sup> and Wednesday 4<sup>th</sup>** Reception and KS1 parents evening 3.30-6.30pm

**Tuesday 3<sup>rd</sup> and Thursday 5<sup>th</sup>** Years 3-5 parents evening 3.30-6.30pm

**Thursday 5** World Book Day

**Monday 2<sup>nd</sup> - Friday 6<sup>th</sup> and Monday 9<sup>th</sup> - Wednesday 11<sup>th</sup>** Road safety training for Year 6 'Bikeability'

**Friday 13<sup>th</sup>** Year 4 Trip to Leeds library- writing workshop **TBC**

**Monday 16<sup>th</sup> - Friday 20<sup>th</sup>** March Neurodiversity week

**Thursday 19<sup>th</sup> and Friday 20<sup>th</sup> March** Year 2 Alive and Kicking Drama Workshop

**Friday 20<sup>th</sup>** Wilberforce Day

**Friday 20<sup>th</sup> March** Comic Relief Day

**Monday 23<sup>rd</sup> - Wed 25<sup>th</sup>** Year 5 Residential

**Thursday 26<sup>th</sup>** Class Photos

**Friday 27<sup>th</sup> 9:00-10:00am** SEN coffee morning (parent led)

**Monday 30<sup>th</sup>-Wednesday 1<sup>st</sup> April** Reflection week

## April

**Wednesday 1<sup>st</sup>** Otley Family of Schools Music Event at Yeadon Town Hall.

**Thursday 2<sup>nd</sup>** Last day of term

**Friday 3<sup>rd</sup>** Good Friday - Bank Holiday- School closed

## TRAINING DAYS FOR THE DIARY

School will be closed on these days.

Friday 3/4/26 (Bank holiday)  
Monday 4/5/26 (Bank holiday)  
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.

## Fluency is the bridge between word recognition and comprehension

Fluency

If students are unable to develop that bridge, they will likely have difficulty in achieving necessary levels of comprehension when reading.  
**The Megabook of Fluency**

Word recognition

Comprehension

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.

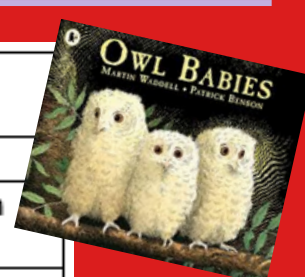
Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
Year 1 / Primary 2	5-6 years old	4	Light blue
		5	Green
		6	Orange
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11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

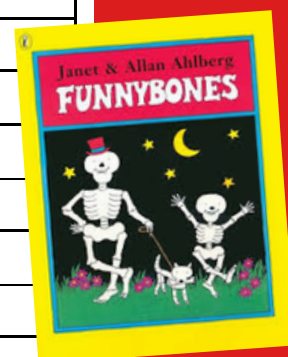
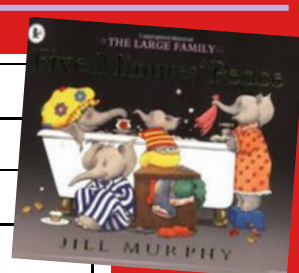
## EYFS

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 Bridewell
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

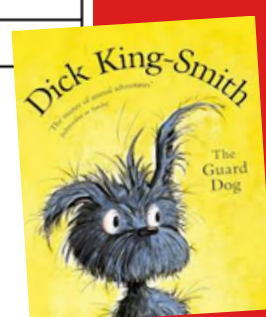
The cat in the hat	Dr Seuss
The tiger who came to tea	Judith Kerr
Hairy Maclary	Lynley Dodd
The large family collection	Jill Murphy
Charlie and Lola	Lauren Child
The smartest giant in town	Julia Donaldson
The Gruffalo's child	Julia Donaldson
The gigantic turnip	Aleksei Tolstoy
The whisperer	Nick Butterworth
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

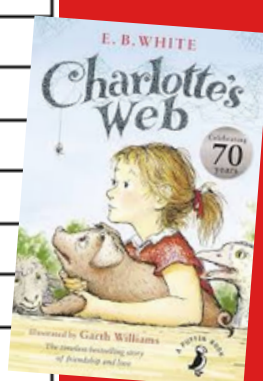
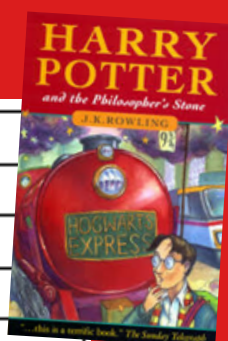
## Year 2

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

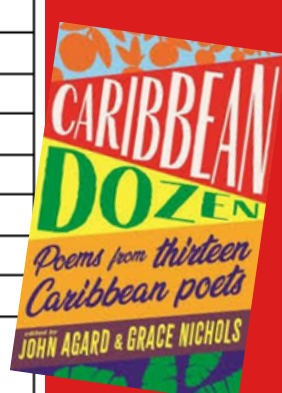
Cool	Michael Morpurgo
The Butterfly Lion	Michael Morpurgo
Kensuke's Kingdom	Michael Morpurgo
Billy the Kid	Michael Morpurgo
The Twits	Roald Dahl
Charlie and the Chocolate Factory	Roald Dahl
Matilda	Roald Dahl
Danny the Champion of the World	Roald Dahl
James and the Giant Peach	Roald Dahl
Fantastic Mr 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	Phyllis Arkle
Harry Potter and the Philosopher's Stone	J K Rowling



# RECOMMENDED READS

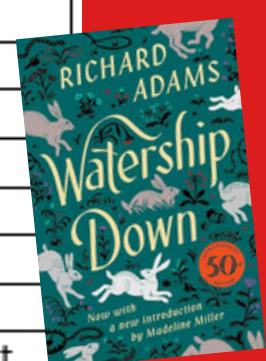
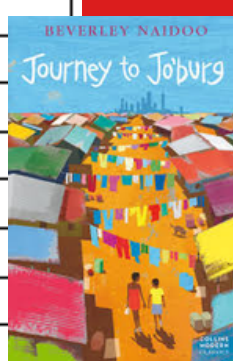
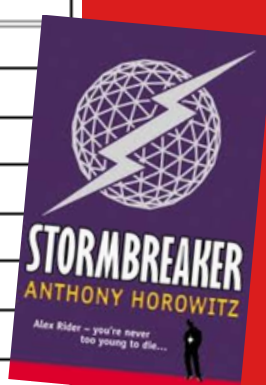
## Year 4

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

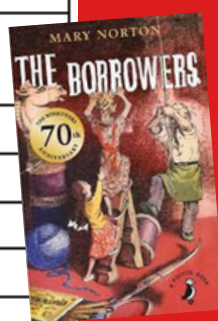
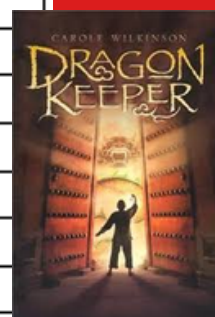
Water Wings	Morris Gleitzman
Blabbermouth	Morris Gleitzman
Belly Flop	Morris Gleitzman
The Diddakoi	Rumer Gadden
Stormbreaker	Anthony Horowitz
Walter and Me	Michael Morpurgo
Friend or Foe	Michael Morpurgo
Mister Monday	Garth Nix
Aquila	Andrew Norris
Harry and Wrinklies	Alan Temperley
The Story of Tracey 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.

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#### Adding insight

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

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#### Improve Focus and Concentration

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

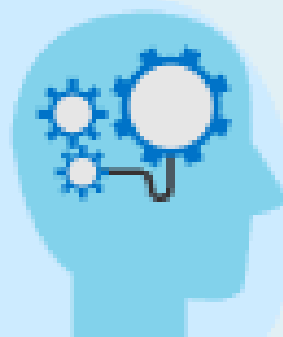
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#### Improve memory

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

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# 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: performance 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: performance 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

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## 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

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## 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

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## 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

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# 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](mailto:pastoral@bramhopeprimaryschool.co.uk).

To help support our families at Bramhope, our local family of schools has bought in to the services of a trained play therapist.

Our current play therapist is Pam Hewitson.



**FOR FURTHER INFORMATION CONTACT**

**PASTORAL@BRAMHOPEPRIMARYSCHOOL.CO.UK**

# BRAMHOPE SCHOOL PARTNERSHIP



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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:

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## 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 ?



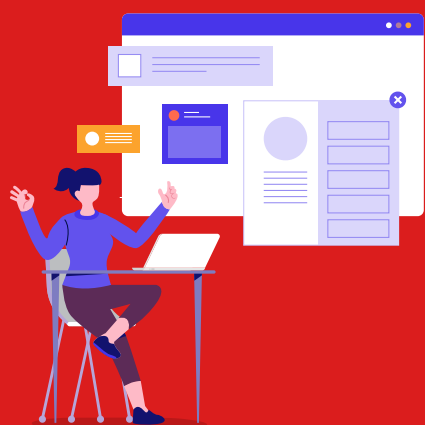
## 1) PARENTS' EVENINGS

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](mailto: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

Read Write 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 Mathematics 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/01CDC7A43D59DFFBF4B6F28ECB99991C.pdf)

[https://www.bramhopeprimary.co.uk/\\_site/data/files/documents/8757B54746589157C7054052E93B83B5.pdf](https://www.bramhopeprimary.co.uk/_site/data/files/documents/8757B54746589157C7054052E93B83B5.pdf)



04

## Talking

In school, 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.

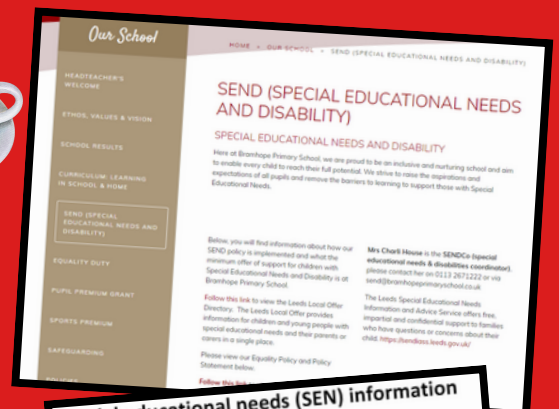


**OUR SENCO IS CHARLI HOUSE.**

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

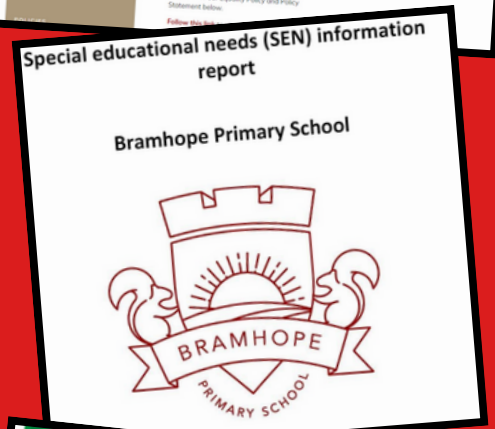


Our school website contains a wide range of information.

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](mailto:send@bramhopeprimaryschool.co.uk)**

# SUPPORT FOR PUPILS WITH SPECIAL EDUCATIONAL 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](mailto:send@bramhopeprimaryschool.co.uk)**

# SUPPORT FOR PUPILS WITH SPECIAL EDUCATION NEEDS AND DISABILITIES.



**Free parent carer workshops 2025/26:**

**One Wednesday a month. Running time: 9:45am – 11:15am**

**Parent carers please email [leedsforlearning@leeds.gov.uk](mailto:leedsforlearning@leeds.gov.uk) to book.**

Spring 2026:

Wednesday 4th February 2026: Preparation for Adulthood: Independent Living.

Summary: We will be sharing key resources and approaches to prioritise and plan the steps to independence. This session is suitable for parents and professionals who are currently supporting children and young people to develop their independence. The focus of the session will be on how we support children from early years through to adulthood to develop their confidence, self-advocacy and independence depending on their stage in life.

Wednesday 4th March 2026: Emotional Well-being

Summary: This session will explore why autistic children and young people are at greater risk of poor mental health. We will discuss how we can work with children and young people to explore the causes of poor mental health, overcome barriers to wellbeing, and support the development of coping mechanisms.

Wednesday 4th March 2026: Emotional Well-being

Summary: This session will explore why autistic children and young people are at greater risk of poor mental health. We will discuss how we can work with children and young people to explore the causes of poor mental health, overcome barriers to wellbeing, and support the development of coping mechanisms.



**AFRIKINDNESS NEURODIVERSITY COMMUNITY PROGRAMME (ANCP)**

**PRESENTS: PARENTS' DROP-IN SESSION**

**Need to talk to someone?**

**FREE TO ATTEND**



**Dr. Vivian Okoye**  
Neurodiversity and Inclusion Lead



**Dr. Suggie Oyakhire**  
Neurodiversity Champion, Leeds



**Blessing Inygye**  
International Dyslexia Coach



**Alice Crawford**  
Chartered Education Psychologist & SEND Practitioner



**Our Neurodiversity team are here to help families of children with special needs and/or disabilities to:**

- ✓ Understand what support and help is available.
- ✓ Access quality information.
- ✓ Signpost to relevant support services.
- ✓ Help with completion of forms and applications for funding from grants.
- ✓ Help parent navigate complexities and build confidence in supporting their child's needs.
- ✓ Support parents to prepare for meetings and appointments, review EHCP plans or letters and much more.

**EVERY WEDNESDAY  
5:30PM  
to 6:00PM**

**ONE - ONE SUPPORT**

**Register Here: <https://bit.ly/parentautismsupport>**

# SUPPORT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES.



The Leeds Local Offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.

<b>About the Leeds Local Offer</b> Information about the Leeds Local Offer (SEND).	<b>Leeds SENDIASS</b> Special Educational Needs and Disabilities Information Advice Support Service.	<b>Early Help</b> Local agencies working together to support families.	<b>Localised cluster support</b> Clusters identify support for those families in need of help.
<b>Parent Carer Support Groups</b> Groups to meet other parents for practical and emotional support.	<b>Sibling support</b> Services who provide support for siblings.	<b>Financial advice and support</b> Information about financial advice and support available to families.	<b>Cost of Living Support</b> Information about cost-of-living support.
<b>Regional Local Offer Websites</b> Local Offer websites across yorkshire and humber.	<b>Making a complaint</b> If you're unhappy about a service then it is your right to complain.	<b>Organisations providing support</b> Organisations providing information, advice and support.	<b>SEND Policies</b> Information about local and national SEND policies.

The Leeds Local Offer has a facebook group, where we provide regular updates about what is happening in Leeds for those with SEND and their families.

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

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

**[Click here to find out more!](#)**

**[Click here for the Leeds Local Offer Information Booklet](#)**

# 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 assessed 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.

Our aim is to implement changes and improvements, to help the Council achieve its vision, that children and young people in Leeds with SEND, have the best possible start to life and equal opportunities to learn.

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](mailto:ehcpreview@leeds.gov.uk).

Leeds Therapy Hub CIC offer free, subsidised and private paying therapy options to children and adults living in West Yorkshire.

## Play and creative arts therapy (ages 5–16)

Helping children express emotions, build confidence, and regulate feelings through play, art, music, and creativity.

## 6 weeks Wellness Reset Course (for adults)

Combining mindfulness, breathwork, CBT, and somatic healing to reduce stress and build resilience.

## Transformative art for wellness sessions for adults

Explore emotions through art in a safe, supportive space – no artistic skill needed!

## Why choose Leeds Therapy Hub CIC?

Warm, non-judgmental support in a safe space.

Therapists with lived experience and professional expertise.

Flexible self-referral – no GP needed.

Individual or group sessions.

In-person (home, school, community) or online.

Contact details:

Email: [leedstherapyhubcic@gmail.com](mailto:leedstherapyhubcic@gmail.com)

Phone: 07349 619954



# SAFEGUARDING AT BRAMHOPE

## Meet the Safeguarding Team



**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](mailto:richard.street@bramhopeprimaryschool.co.uk)

[caroline.judd@bramhopeprimaryschool.co.uk](mailto: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 Workers Sue Green.

# SAFEGUARDING SPOTLIGHT ON...

## Talk PANTS and help keep children safe

**NSPCC** EVERY CHILDHOOD IS WORTH FIGHTING FOR



Since 2013, Pantosaurus has helped over six million parents to Talk PANTS and help keep children safe from sexual abuse.

Developed with children, parents, carers and teachers, Talk PANTS is here to help children understand that their body belongs to them, and they should tell a safe adult they trust if anything makes them feel upset or worried.

### Tips and advice to start a Talk PANTS conversation

Talk PANTS is here to help children understand that they have a right to say no and if they need to speak out about something, someone will listen.

We know that a simple conversation can make a BIG difference, and that's what Talk PANTS is all about. To help you get the conversation started, we'll send you helpful tips, advice and materials by email.



### What are the PANTS rules?

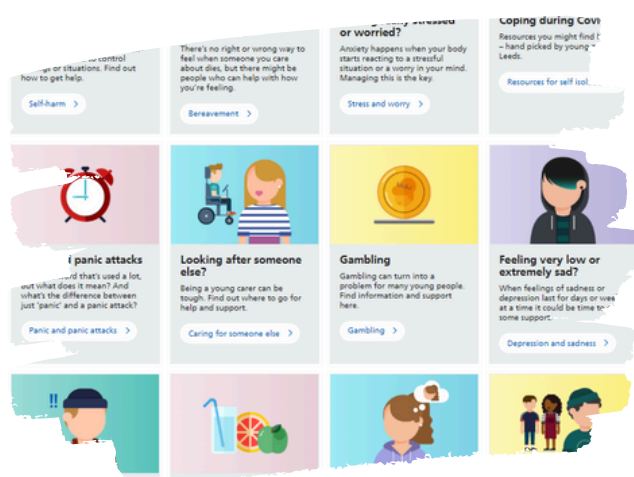
Talking to children about their body



- Privates are private +
- Always remember your body belongs to you +
- No means no +
- Talk about secrets that upset you +
- Speak up, someone can help +



[For more information click here for the NSPCC PANTS are private website](#)



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](https://www.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.

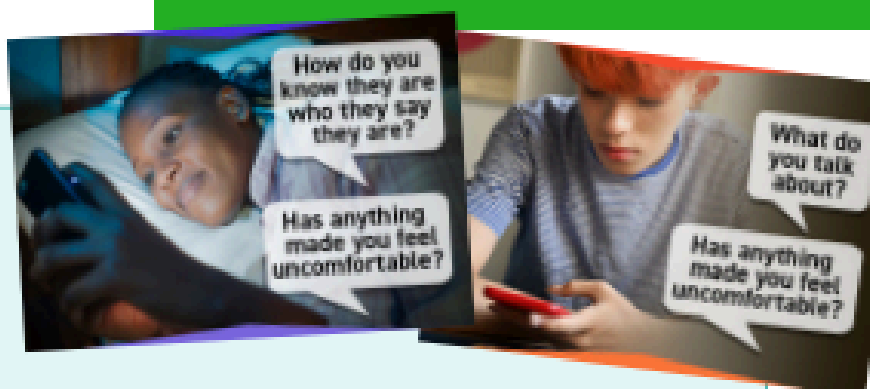
It can be difficult to start the conversation with a young person about their online activities. Technology keeps changing and you might struggle to keep up with it all. But you don't need to. You just need to take an interest and ask questions about the games and apps they are using.

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



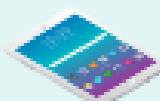
Start the conversation

## 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

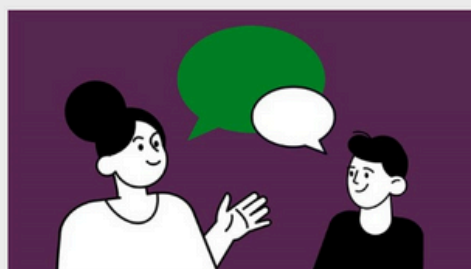
Make sure they know that if they see something online that makes them feel uncomfortable that they can always come to you and they won't get into trouble. If you are concerned about something that has happened to your child online, you can make a report via the CEOP website: [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)

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

[www.westyorkshire.police.uk/conversation](http://www.westyorkshire.police.uk/conversation)



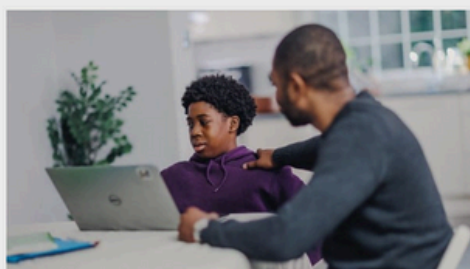
## Starting family conversations about online safety



### Online safety quiz

Does your child know how to stay safe online? Here's a family quiz you can take together.

Take the quiz



### Talking to your child about online safety

Advice on how to talk to your child about staying safe.

Learn more



### Age-appropriate support for children using technology

Read our helpful tips to help you decide what is right for your child when it comes to tech ownership and usage.

Learn more

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

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](http://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](mailto: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>



# ATTENDANCE

## 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.*

# THE PARENT SUPPORT OFFER

at Otley, Pool and Bramhope Cluster



## OUR SERVICES

### Advice and Information Appointments:

Parents can book a half hour appointment with a Parent Support Advisor to discuss where they require support. We can offer advice, information and guidance on a wide range of issues. Follow up appointments are also available. The sessions run on Tuesday and Wednesday afternoons, 12.30-3pm at the Children's Centre (Cross Green, Otley LS21 1HD).

**HOW TO ACCESS:** Parents can contact us directly via the mobile number below to book an appointment. Appointments are usually available within two weeks.

### Intensive Family Support (IFS):

Where it is felt that a family may benefit from several bespoke sessions to work through extremely challenging issues IFS may be offered. We can offer up to 6 one-hour sessions, either at home, school or the Children's Centre.

**HOW TO ACCESS:** Schools can refer families directly via the Cluster referral form. There is a wait time of approximately 8 weeks for this service.

### Parent Support Group:

A friendly and informal support group for Cluster families. Everyone is welcome. A different parenting topic is discussed every session, structured 'micro-workshops' are also offered covering issues such as screen and media usage, Extended School Non-Attendance, sibling dynamics, sleep issues and managing children's emotions. This runs on alternate Tuesdays, 9.30-11am, at the Children's Centre (Cross Green, Otley LS21 1HD).

**HOW TO ACCESS:** Just turn up! Or contact us on the mobile number below if you'd like to discuss before visiting.

### Barnardo's CYGNET Training:

An 8-week training programme for parents of children with an Autism diagnosis. OPB Cluster is licensed by Barnardo's to offer this provision which is delivered by the Parent Support Advisor and teaching/specialist support staff from across the Cluster. Sessions run for two hours a week, and are held at Cluster schools. We aim to offer this training twice a year.

**HOW TO ACCESS:** Parents and school staff can contact us directly via phone or email to discuss further and to book a place.



## OTLEY PARENT SUPPORT GROUP AND WORKSHOPS

Join us for friendly and Informal Support, Advice and Guidance

Venue: Cross Green Community Centre, LS21 1HD

TERM-TIME (9.30-11.00am)



Parent/Carer support groups  
(all welcome)

Tuesday 21st January  
Meltdowns v Tantrums

Tuesday 25th February  
Sleep Advice

Tuesday 18th March  
Anxiety: In children & Adults

Neuro Diversity Parent/Carer  
support group  
For families with ND children  
(no diagnosis necessary)

Tuesday 7th January  
Information on Autism  
(Speaker)

Tuesday 4th February  
Fact Finding- Sensory Processing

Tuesday 4th March  
Do you know ADHD?

For more information: Contact Lisa on 07510079959

# 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](https://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](https://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](https://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](https://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.



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](https://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](https://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](https://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](https://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](https://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](https://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](https://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](https://leeds.gov.uk/community-hubs)

