



BRAMHOPE PRIMARY SCHOOL PARENT PACK

Spring Term 2 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

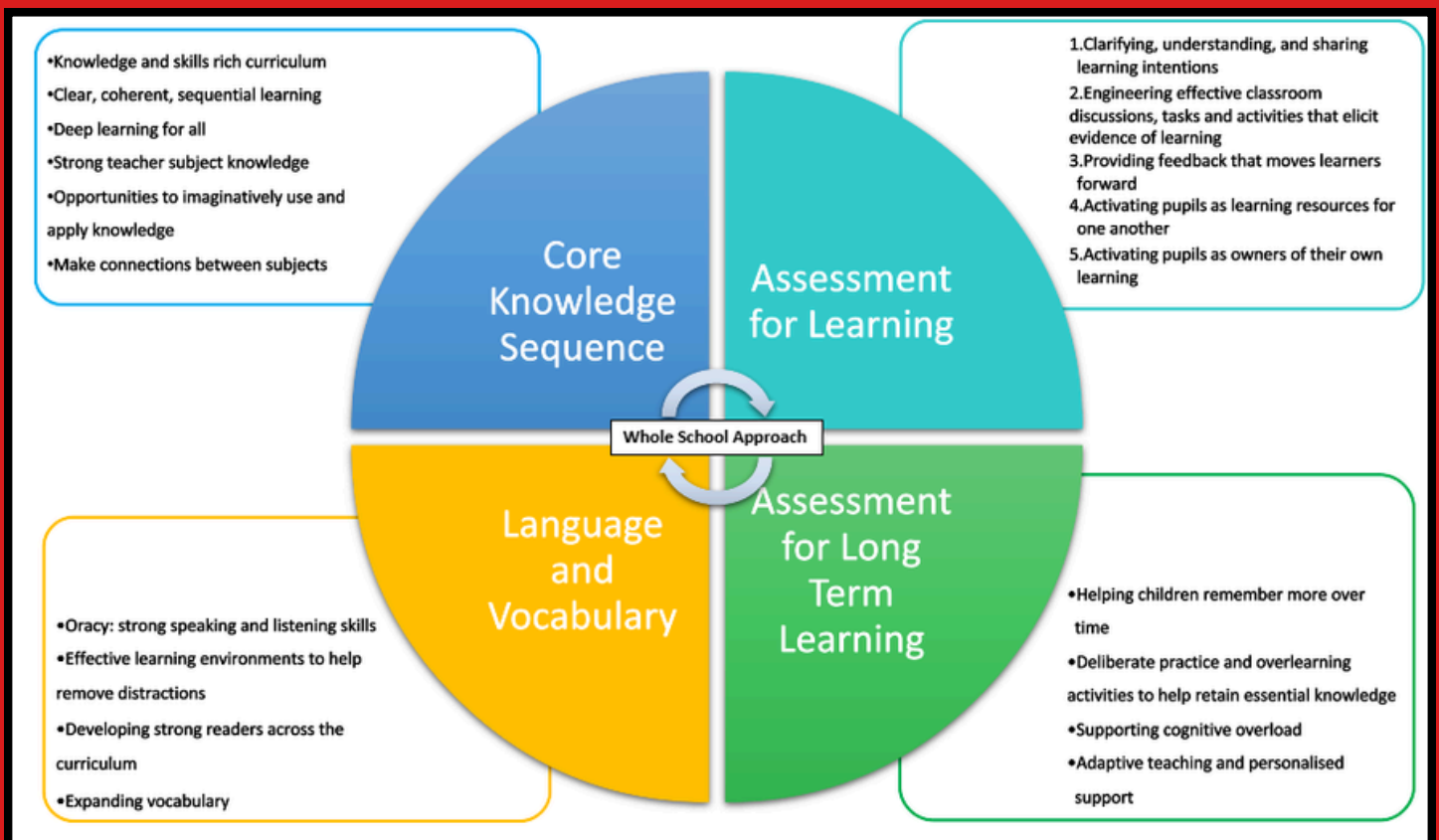
- Having high aspirations for the future
- Taking opportunities
- Becoming a leader

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

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

A collage of documents related to the school's curriculum. The top document is a page from the 'Year 3 and Year 4 English' curriculum, showing a section on 'Speaking and Listening in Year 3 and Year 4'. Below it is a page titled 'Tests your child will take' with a word cloud. 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?'. The parent guide page includes the school's logo and a red box with the text: '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.'

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...



SPANISH

Language learning helps children to foster a curious and questioning, yet tolerant view of the multi-cultural society in which they live. It helps them to understand their own language concepts, improves their cognitive skills and develops cultural awareness. Looking to the future, it can broaden their travelling ambitions and opens up choice and opportunity when thinking about higher education and job seeking.

Spanish is a great language to learn because it is read and spoken in a mainly phonetic way. There has been a recent surge in pop songs in Spanish and there are many Spanish-speaking icons to learn about and relate to including sports people, singers, authors, artists and film directors.

Across both key stages, children will be learning vocabulary and phrases and using some role-play to facilitate this. Children will also be listening to and reading stories in Spanish. In KS2 the children progress to doing an informal variation of guided reading / comprehension activities.

The schools uses the Spanish scheme of learning from Language Angels.



Click on the image for more information about Language Angels

Year overview for Spanish 2025-26

Year Group	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS			Nursery Rhymes Canciones infantiles	Saying hello ¡Hola!	Minibestias to fit with half term unit	Colours/numbers Los colores y numeros
Year 1	Intro to Spanish Greetings Los saludos	Colours, numbers Colores y numeros 1-20	Under the Sea Bajo el mar	Transport Los transportes	In the jungle En la selva	The circus El circo
Year 2	Anita and Teddy Anita y Osito	My town En mi pueblo	My dream house Mi casa ideal	Superheroes Superheroes	Fancy dress party La fiesta de disfraces	At the park Al parque
Year 3	Recap Aprendo español	Animals Los animales	Shapes Las formas	Fruit La fruta	Las verduras Vegetables	Ice creams Los helados
Year 4	Me presento	The date La fecha	Family Mi familia	Pets Las mascotas	The weather El tiempo	Comer sano Healthy Lifestyle
Year 5	Planets Los planetas to fit with science	The cafe La cafeteria	The classroom La clase	Olympics Los juegos olimpicos (sports)	House Mi casa	Clothes La ropa
Year 6	Around town En la ciudad	WW2 La Segunda Guerra Mundial to fit with history	Habitats Habitats	School El colegio	At the weekend El fin de la semana	Me in the world Yo en el mundo

[Click here to find out more about our Spanish 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

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

CURRICULUM TOPICS FOR THE SPRING TERM

Year 1

Year group: 1		Term: Spring 2
Subject	Strand	Unit of work title / Overview
English	Reading	Read sentences and larger texts with pace, intonation, confidence, and fluency.
	Writing	The Great Explorer – Chris Judge; focusing on the features of writing a letter. Leaf – Sandra Dieckmann; writing a non-chronological report.
	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	Present tense verbs; making verbs past tense by adding -ed, adjectives, conjunctions.
	Punctuation	Full stops, capital letters and finger spaces, using question marks and exclamation marks.
Maths	Mental calculations	Number bonds to 20, fluently counting forwards and backwards from any given number across 100, place value to 50
	Written calculations	Addition and subtraction to 20, including missing number calculations and number bonds.
	Units of work	Measurement: length and height, mass, and volume.
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	Transport; los transportes. Learning vocabulary for different modes of transport and recapping numbers.
History	Units of work	Explorers: Investigating our enquiry question Are all explorers significant? Comparing 3 explorers, Ibn Battuta, Captain Oates, and Helen Sharman, and understanding the significance of their accomplishments.
Art/D.T.	Units of work	Art: Sketching and colour mixing. Combining these skills to create their final piece of work. D.T: Planning, preparing, and making chocolate crispy buns.
Music	Units of work	Unit: 'Dawn' from Sea interludes Sing a simple singing game, adding actions to show a developing sense of beat. Listen actively by responding to musical signals and musical themes using appropriate movement. Unit: Musical conversations Improvise question-and-answer conversations using percussion instruments. Compose musical sound effects and short sequences of sounds in response to a stimulus. Create, interpret, and perform simple graphic scores.
RE	Units of work	Who do Christians say made the world? Recognise that 'Creation' is the beginning of the 'big story' of the Bible and say what the story tells Christians about God, Creation and the world.
Computing	Units of work	Microsoft Word: Digital Writing E-safety: Considering our behaviour online and the impact this can have on others; what to do if someone or something makes us feel unhappy or unsafe. Digital Literacy: Self Image and Identity
PE	Units of work	Dance - Children to use rhythm, and inspiration from dance around the world to create a final piece of dance.
PSHE	Units of work	Living in the Wider World: What can we do with money? Children to explore where money comes from, how we use it and why it is important in day-to-day life.

Year 2

Year group: 2		Term: Spring 2
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 entertain: Writing narratives about personal experiences and those of others (real and fictional). Key texts: Greta and the Giants by Zoe Tucker (Narrative – retell). The Girl and the Dinosaur by Hollie Hughes (Narrative – Innovation).
	Phonics/Spelling	Read Write Inc. Recapping set 3 sounds. Year 2 Common Exception Words (Spring 2) /o/ spelt 'a' after 'w' and 'qu, /z/ spelt 's', possessive apostrophe, suffixes '-ful', '-less', '-ly', adding '-es' to nouns ending in 'y'.
	Grammar	Use sentence with different forms; statements, questions, commands, exclamation. Use subordination – when, before, after, because, if, that. Use suffixes ful or less to create adjectives. Use suffix ly to create adverbs. Accurately use past tense for narratives. Identify, generate and effectively use noun phrases to describe and specify. Select, generate and effectively use verbs.
	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	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. Measurement: Length and Height. Mass, Capacity and Temperature. Use appropriate standard units to estimate and measure height/length (m/cm), mass (kg/g), temperature (°C) and capacity (litres/ml).
Science	Working scientifically	Identifying, classifying and grouping. Performing simple tests. Gathering and recording data. Asking simple questions.
	Units of work	Plants. Observing and describing how seeds and bulbs grow into mature plants. Investigating how plants need water, light and a suitable temperature to grow and stay healthy.
Spanish	Units of work	Los superhéroes; superheroes. Revisiting colours, looking at the verb 'tener-to have' and an introduction into sentence structure in Spanish grammar.
History	Units of work	Beyond living memory. Why were the Victorians important to the city of Leeds? Exploring who the Victorians were to help understand the importance of Victorian Leeds. Exploring Queen Victoria's visit to the city, Leeds Town Hall, Leeds arcades and Pablo Fanque.
Art	Units of work	Art: Sculptures, Genre: Clay, Technique: Pinch pots and markings, Artists: Josiah Wedgwood D.T. Topic: Sewing. Making bags.
Music	Units of work	Orawa by Wojciech Kilar Orawa (pronounced 'Arva') describes a huge river. As pupils listen to the music, they will imagine the journey of the river through Europe, and make decisions about the scenery and events it passes on its way. They will make a huge piece of art based on the river's journey and then, borrowing ideas from the composer, invent new music using vocal chants and body percussion.
RE	Units of work	Why does Easter matter to Christians? Recognise that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the bible. Explore the key events of the Holy Week and Easter. Consider what the story of Easter means for Christians today and why they put their hope in heaven.
Computing	Units of work	Hour of Code. Understanding algorithms. Digital literacy: Health and wellbeing.
PE	Units of work	Dance: To show expression when dancing. Develop skill in hearing the beat of a song and move to the beat with rhythm. Develop knowledge of a taught choreographed dance and perform with confidence.
PSHE	Units of work	Health and Wellbeing. What helps us stay safe? How to keep safe at home (electrical appliances, household products), fire safety. Exploring how to keep safe in familiar and unfamiliar environments. How to stay safe online.

Year 3

Year group: Year 3		Term: Spring 2
Subject	Strand	Unit of work title / Overview
English	Reading	Continue to develop fluency including accuracy, automaticity and prosody. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction.
	Writing	Writing to persuade. Key Text: The Wonder by Tom Percival Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. Group related material into paragraphs. Use organisation devices such as headings, sub-headings and bullet points to organise information. Form and use the four basic handwriting joins.
	Spelling	Prefixes super/auto. Homophones (meet, meat, hear, here, knot, not). Spring 2 CEW. Words with the /k/ sound spelt ch (ache, anchor, Christmas, choir, echo, school). The /dʒ/ sound spelt g elsewhere in words before e, i and y. The /dʒ/ sound spelt as ge and dge at the end of 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. Exploring the use of first, second and third person. Using imperative verbs, fronted adverbials and noun phrases to describe and specify.
	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. Beginning to use inverted commas to punctuate direct speech. Accurately punctuate commands, statements, exclamations and questions.
Maths	Units of work	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). Length and perimeter: Measure in metres, centimetres and millimetres. Equivalent lengths. Comparing lengths. Adding and subtracting lengths. What is perimeter? Measure and calculate perimeter.
Science	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.
	Units of work	Pupils will identify, sort and measure light sources. Pupils will demonstrate that dark is the absence of light. Investigate what materials are most and least reflective. Recognise that the sun can be dangerous and investigate materials that can help to protect our eyes. Recognise how shadows are formed and find patterns in the way that the size of shadows change.
Spanish	Units of work	Las frutas. Learning the vocabulary for different fruits and learning to say which fruits we do and don't like.
Geography	Units of work	Rivers and the Water Cycle. Know that the water cycle is the path that all water follows as it moves around Earth in different states. Explore the key features of a river including upper course, middle course and lower course. Understand the importance and uses of a river. Focus on River Wharfe including how it has changed over time. Explore how human activity can affect rivers.
Art/D.T.	Artist	Barbara Hepworth
	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	Units of work	Ukulele lessons with Mr Row (ArtForms)
RE	Units of work	What do Christians learn from the creation story?
Computing	Units of work	E-safety; I can explain what is meant by identity. I can explain why people represent themselves in different ways online. Hour of code Features C Part 2 Know that the features of good programming include thinking about the most efficient way to achieve an outcome and be able to test that your code works effectively. I know that binary is composed of two things. In computing it is composed of two digits: 1 and 0. To make my programme work I must: Apply loops, place and move stickers in my code, apply loops to create my own game
PE	Units of work	OAA: Take part in outdoor and adventurous activity challenges both individually and within a team.
PSHE	Units of work	Living in the Wider World – What makes a community? To respect the differences and similarities between people and recognise what we have in common with others. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. Know about the different groups that make up my community and what living in a community means. Know that the benefits of living in a diverse community is that it promotes tolerance and understanding between different cultures and it enriches our community through shared experiences with different people.

CURRICULUM TOPICS FOR THE SPRING TERM

Year 4

Year group: Year 4		Term: Spring 2
Subject	Strand	Unit of work title / Overview
English	Reading	Great Adventurers – Alistair Humphreys
	Writing	The Explorer – Creating a suspenseful conversation between a character in trouble and a lost explorer
	Phonics/Spelling	'tion', 'ssion' and 'ous' endings, Plural nouns, CEW Block 4
	Grammar	Fronted adverbials, conjunctions, speech
	Punctuation	Apostrophes for possession, commas after fronted adverbials, inverted commas
Maths	Mental calculations	Multiplication and division facts up to 12 x 12
	Written calculations	Addition/Subtraction of fractions and decimals. Column addition/subtraction.
	Units of work	Decimals, Money, Fractions
Science	Working scientifically	Identifying, classifying and grouping, comparative and fair testing
	Units of work	Electricity – making small electrical circuits, understanding the key components needed and investigating conductors and insulators and the brightness of bulbs.
Spanish	Units of work	Las mascotas. Learning vocabulary for pets, learning to say which pets we have and making negative sentences for pets we don't have.
Geography	Units of work	Amazon Basin – Regional study
Art and DT	Artist	Georgia O'Keeffe
	Units of work	Continuing with Botanical Art working towards our final piece. DT will be taught as a block unit focusing on linkages and levers; creating a moving card.
Music	Units of work	Fanfare for the Common Man. Using this piece to explore how music can create atmosphere and dramatic effect with texture, timbre, dynamics and silence. Spain; Habanera
RE	Units of work	Why do Christians call the day that Jesus died 'Good Friday'? Learning about the chronology of Holy Week and the significance of Easter to Christians.
Computing	Units of work	Using data and datalogging
PE	Units of work	Outdoor Adventurous Activities: children will develop their physical skills, such as strength, endurance, and motor skills, while also strengthening their mental skills, such as problem-solving, critical thinking, leadership and communication.
PSHE	Units of work	What is respect? Respectful relationships, self-respect, showing respect in how we speak and act towards others.

Year 5

Year group: 5		Half Term: Spring 2
Subject	Strand	Unit of work title / Overview
English	Reading	Fiction, non-fiction and poetry texts with a focus on inference – point, evidence, explain.
	Writing	To write an information text.
	Spelling	The focus is on: ent, ant, cious, tious, ww line 4.
	Grammar	Sub-headings, formal language, active/passive voice.
	Punctuation	Colons, semi-colons, bullet points, apostrophes for possession/contraction.
Maths	Units of work	The focus this half term is decimals and percentages, perimeter and area and statistics.
Science	Working scientifically	Identifying, classifying, and grouping; Comparative and fair testing; Pattern seeking; Observing over time; Research using secondary sources
	Units of work	We will learn about the effects of forces such as gravity, air resistance, water resistance, and friction, exploring how they affect the motion of objects.
Spanish	Units of work	Los Juegos Olympicos. We will learn the history of the Olympic Games and learn vocabulary and verbs for different sports.
Geography	Units of work	Rivers and the Water Cycle. We will be learning about the stages of a river, how rivers are used and how they have changed over time.
Art	Units of work	Seascapes continued
DT	Units of work	Structures: We will be investigating structures, designing a structure for a purpose and planning a step-by-step guide to building it before making a prototype.
Music	Units of work	Building a groove. We are learning about the importance of drumming in music; including beat, rhythm, basslines and riffs.
RE	Units of work	What does it mean to be a Muslim in Britain today? We are learning about how Muslims live their lives linked to the 5 pillars of Islam.
Computing	Units of work	We will be developing our knowledge of programming. We will learn about how conditions can be used in programs and understand how to select different outcomes. We will use Scratch to construct our own programs and work towards designing our own quizzes.
PE	Units of work	This half term we are focussing on OAA including learning how to follow a route and orientate a map.
PSHE	Units of work	Relationships: How can friends communicate safely?

Year 6

Year group: 6		Half Term: Spring 2
Subject	Strand	Unit of work title / Overview
English	Reading	The Journey by Francesca Sana
	Writing	Short stories with dialogue
	Spelling	Ent/Ence; cious/tious; suffixes; line 4 Word Wall 5.
	Grammar	The subjunctive, passive voice and verb tenses.
	Punctuation	Hyphens, dashes, colons, semi-colons and apostrophes.
Maths	Units of work	Ratio and proportion including scale factor <ul style="list-style-type: none"> • solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Calculating the mean Using algebra <ul style="list-style-type: none"> • express missing number problems algebraically • find pairs of numbers that satisfy an equation with 2 unknowns • enumerate possibilities of combinations of 2 variables
		Working scientifically
Science	Units of work	This half term in Science, Year 6 are learning about Light. We will investigate how light travels in straight lines and how this enables us to see objects. We will explore how shadows are formed and how their size and shape can change. Through practical investigations, children will learn about reflection, refraction, and how different materials affect the direction of light.
Spanish	Units of work	En el colegio. We are learning about the school timetable; vocabulary for different subjects and learning to tell the time in Spanish.
History	Units of work	This half term in History, Year 6 are exploring the theme of Migration. We will investigate why people move from one place to another, looking at key periods of migration throughout British history as well as global examples.
DT	Shell Structures	We will research, design and make packaging for food products by looking at the nets of 3D shapes and the sustainability of different packaging. Children will also have the opportunity to explore 3D CAD software to design their packaging.
Music	Units of work	1970s Soul Music. We are learning about the features of disco/soul music and learning about 'cover versions'. Themes and variations; learning to create multiple pieces of music based on various themes and variations.
RE	Units of work	We will learn through stories and discussions how following God can bring freedom and justice.
Computing	Units of work	We will gain skills to create charts in Excel and will evaluate the results from our charts to answer questions. Finally, we will show we understand that there are different software tools available within spreadsheet applications to present data.
PE	Units of work	OAA: We will learn how to orientate a map correctly/ move around a course and plan our own orienteering course.
PSHE	Units of work	We are going to understand what an advert is and why they are there. We'll look at advertising across all media from print to digital. We will also look at the creative process behind adverts, and how to identify adverts and design our own. We will go through the different ways advertisers use digital platforms and why and how they differ. Examples used include social media, gaming, video, influencers and paid search advertising. Then we will look at how we can compare ourselves to images they see in the media and how this can influence negative body image. We will look at how adverts and images can be digitally enhanced to give a different idea of what is "real" and help children be more resilient to what we see.

What's coming up this term?

March

Monday 2nd to Friday 5th March Speak out Stay Safe Week.

NSPCC assemblies. Workshops for Years 2, 5 and 6.

Monday 2nd and Wednesday 4th Reception and KS1 parents evening
3.30-6.30pm

Tuesday 3rd and Thursday 5th Years 3-5 parents evening 3.30-6.30pm

Thursday 5th World Book Day

Monday 2nd - Friday 6th and Monday 9th - Wednesday 11th Road safety training for Year 6 'Bikeability'

Thursday 12th School Council visit to PHGS

Monday 16th - Friday 20th March Neurodiversity week

Monday 16th-Friday 20th Walk to School Week

Wednesday 18th Year 4 Sporting Influence Competition Event- all pupils

Thursday 19th and Friday 20th Year 2 Alive and Kicking Drama Workshop

Friday 20th Wilberforce Day

Friday 20th Comic Relief Day

Monday 23rd - Wed 25th Year 5 Residential

Thursday 26th Class Photos

Friday 27th 9:00-10:00am SEN coffee morning (parent led)

Friday 27th Curiosity Exhibition 3:15-4:15pm TBC

Monday 30th - Wednesday 1st April Reflection week

April

Wednesday 1st Otley Family of Schools Music Event at Yeadon Town Hall.

Thursday 2nd Last day of term

Friday 3rd 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.

Fluency plays a fundamental role in enabling pupils to understand what they are reading. We have implemented a sequence of teaching to support fluency and comprehension.

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

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)

WRITING AT BRAMHOPE

At Bramhope Primary school, we strive to nurture a passion for writing.

Our curriculum is designed to teach pupils to become:

Clear communicators – To develop skills in spelling, grammar, vocabulary, punctuation, tone and text organisation in order to convey information effectively.

Creative writers – To use their writing as a vehicle to express their own ideas and to be encouraged to be creative and use their imaginations.

Writing is taught daily following the national curriculum. We have based our curriculum on the following four purposes of writing:

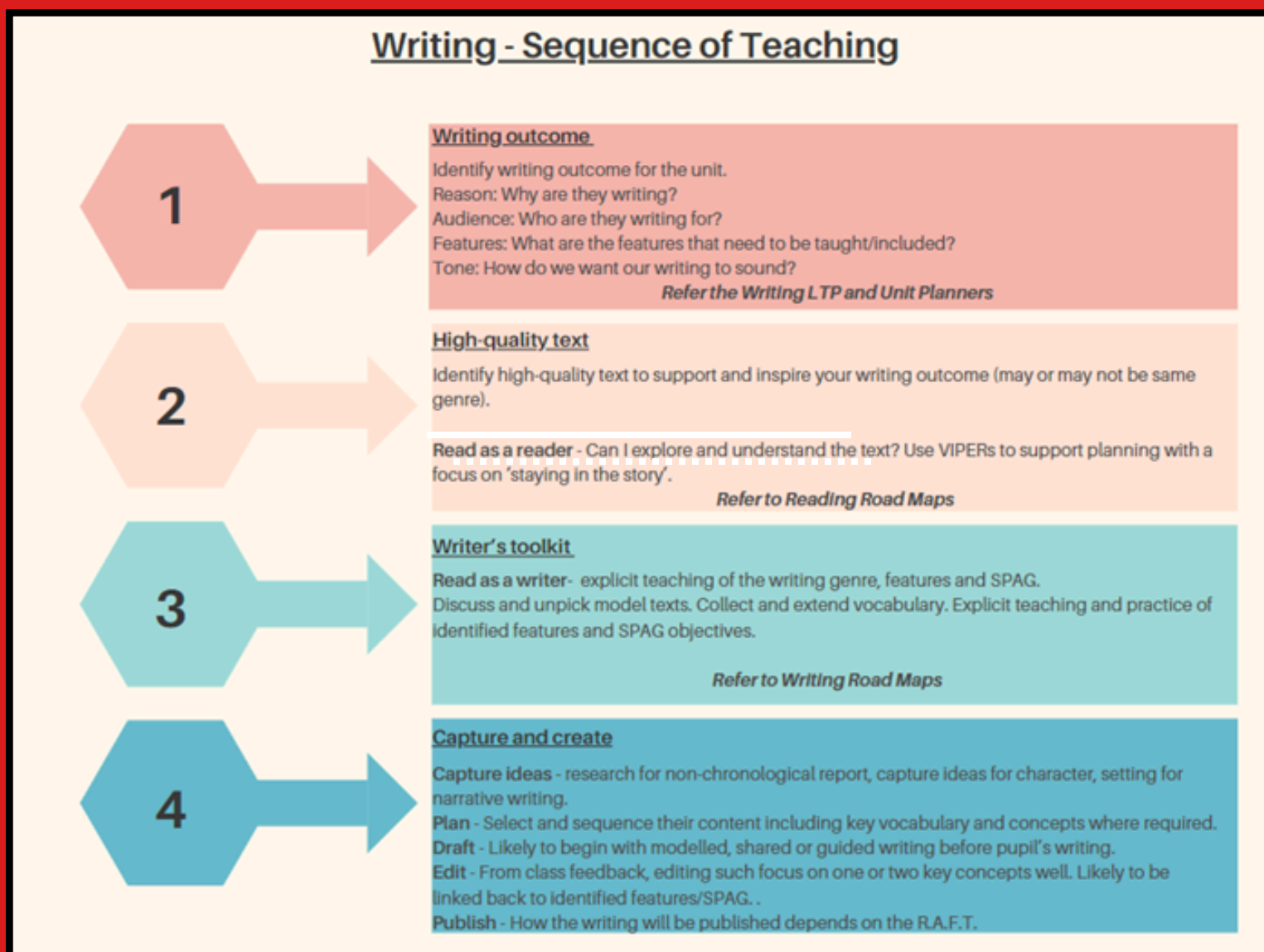
Entertain: To entertain the reader often by evoking an emotional response. To write to capture and hold the attention of the reader making them feel happy, sad etc.

Inform: To explain, instruct and to give information to the reader.

Persuade: To argue a particular point of view to convince and persuade the reader.

Discuss: To present arguments and information from different viewpoints to help the reader draw conclusions based on the evidence.

The teaching of writing can be summarised using the following diagram:



The Teaching of Handwriting

We believe that teaching handwriting to a high standard promotes self-esteem and that fluency in handwriting reduces pupils' cognitive load when composing their own writing. To achieve this, we:

- Emphasise the development of gross and fine motor skills in Reception.
- Teach correct letter formation, posture and pencil grip.
- Develop automaticity and handwriting speed.
- Children also learn the correct formation of numeral digits.



In line with DfE supporting documents for the validation of phonics schemes, children initially are taught to form individual letters.

When ready to progress, children learn to add exit strokes before learning cursive letter formation. All children are expected to have mastered letter formation in a cursive style by Year Five. Additional support is offered to any pupils as necessary.

We use the Nelson Handwriting Scheme from Year One onwards to ensure a coherent approach throughout the school.

More details can be found on our website:

<https://www.bramhopeprimary.co.uk/page/?title=Writing&pid=500>

If you would like more information regarding our writing curriculum, please contact 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.

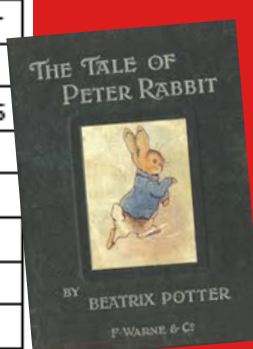
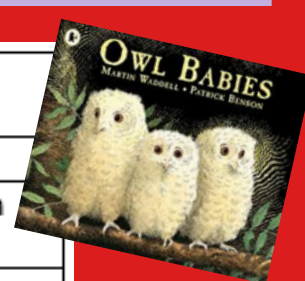
Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
Year 1 / Primary 2	5-6 years old	4	Light blue
		5	Green
		6	Orange
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11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

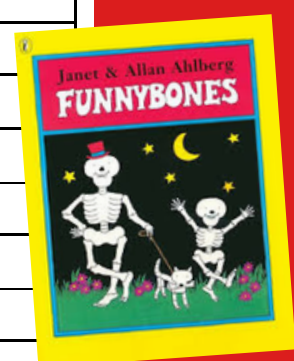
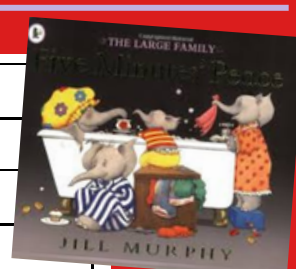
EYFS

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 Bridwell
Owl babies	Martin Waddell and Patrick Benson
Where the wild things are	Maurice Sendak
Winnie the Pooh	AA Milne
The Tale of Peter Rabbit	Beatrix Potter
Stone Soup	Marcia Brown
There was an old lady who swallowed a fly	Pam Adams
The tiger who came to tea	Jill Tomlinson
The Gruffalo	Julia Donaldson & Axel Scheffler
Winnie the Witch	Valerie Thomas & Karky Paul
The Elephant and the Bad Baby	Elfrida Vipont & Raymond Briggs
We're going on a bear hunt	Helen Oxenbury
Handa's surprise	Eileen Browne
The owl who was afraid of the dark	Jill Tomlinson
I will never eat a tomato	Lauren Child
Rosie's walk	Pat and Laurence Hutchins
One snowy night	Nick Butterworth
Dear Zoo	Rod Campbell
The Rainbow fish	Marcus Pfister
Dogger	Shirley Hughes
Farmer Duck	Martin Waddell
Once there were giants	Martin Waddell and Penny Dale
Traditional Rhymes Alphabet Books Counting Books	



Year 1

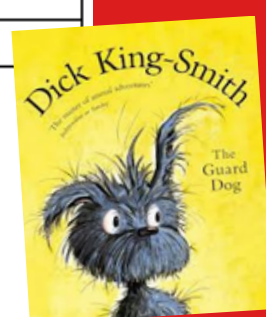
The cat in the hat	Dr Seuss
The tiger who came to tea	Judith Kerr
Hairy Maclary	Lynley Dodd
The large family collection	Jill Murphy
Charlie and Lola	Lauren Child
The smartest giant in town	Julia Donaldson
The Gruffalo's child	Julia Donaldson
The gigantic turnip	Aleksei Tolstoy
The whisperer	Nick Butterworth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



RECOMMENDED READS

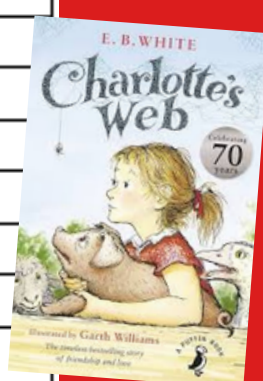
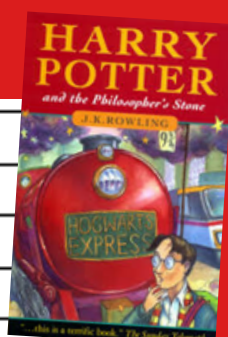
Year 2

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



Year 3

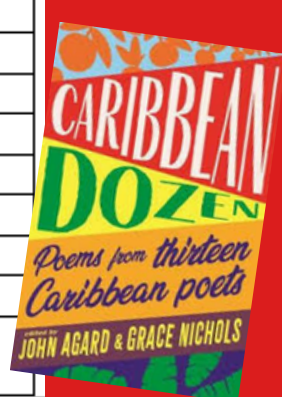
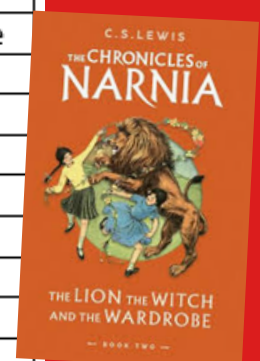
Cool	Michael Morpurgo
The Butterfly Lion	Michael Morpurgo
Kensuke's Kingdom	Michael Morpurgo
Billy the Kid	Michael Morpurgo
The Twits	Roald Dahl
Charlie and the Chocolate Factory	Roald Dahl
Matilda	Roald Dahl
Danny the Champion of the World	Roald Dahl
James and the Giant Peach	Roald Dahl
Fantastic Mr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



RECOMMENDED READS

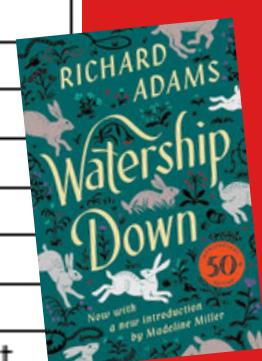
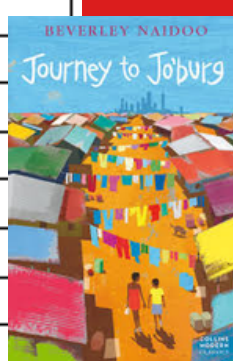
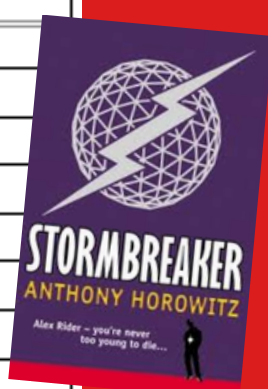
Year 4

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

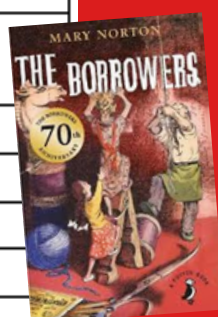
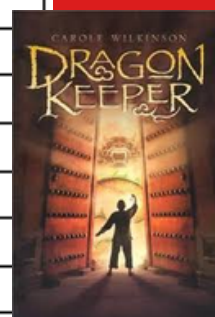
Water Wings	Morris Gleitzman
Blabbermouth	Morris Gleitzman
Belly Flop	Morris Gleitzman
The Diddakoi	Rumer Gadden
Stormbreaker	Anthony Horowitz
Walter and Me	Michael Morpurgo
Friend or Foe	Michael Morpurgo
Mister Monday	Garth Nix
Aquila	Andrew Norris
Harry and Wrinklies	Alan Temperley
The Story of Tracey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



Adding insight

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

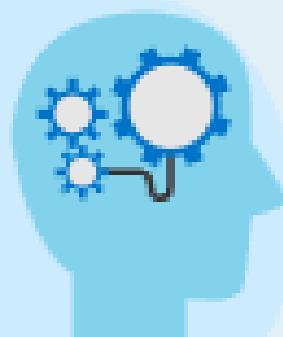
Improve Focus and Concentration

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



Improve memory

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





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

Year 4

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

Year 5

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

Year 6

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

PASTORAL SUPPORT



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

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

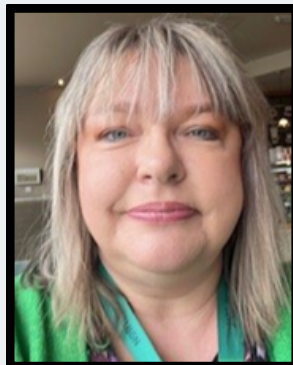
I work closely with other adults, within and outside of the school, to identify and break down barriers, helping children to remain motivated so that they can achieve their best.

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

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

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

Our current play therapist is Pam Hewitson.



FOR FURTHER INFORMATION CONTACT

PASTORAL@BRAMHOPEPRIMARYSCHOOL.CO.UK

BRAMHOPE SCHOOL PARTNERSHIP



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

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

Parents

I will do my best to:

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

Staff:

I will do my best to:

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

HOW DO I KNOW MY CHILD IS DOING WELL ?



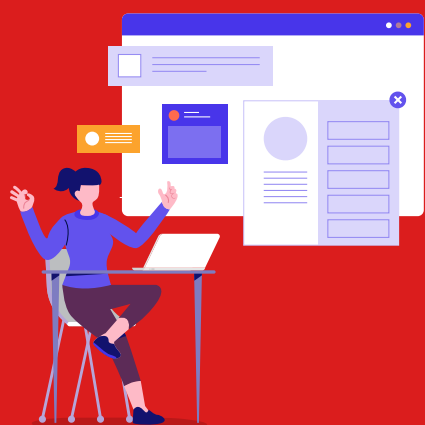
1) PARENTS' EVENINGS

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

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

2) END OF TERM REPORTS

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



3) CURRICULUM INFORMATION AND SEND WORKSHOPS

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

4) ADDITIONAL MEETINGS

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



5) WE'RE HERE TO HELP

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

Get in Touch

01132 671222

admin@bramhopeprimaryschool.co.uk



HOW CAN I HELP MY CHILD?

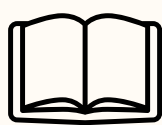
01

Reading

Hearing your child read is one of the most important things you can do at home. In the early stages of reading, little and often is always best!

We also use VIPERS as part of our Reading Lessons, which are taught to improve the pupils' skills across all areas of reading. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

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



02

Phonics

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/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.

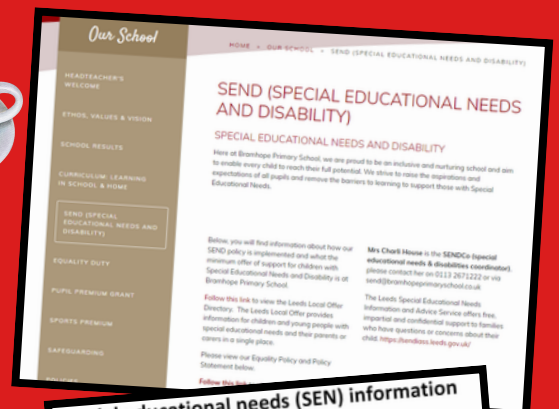


OUR SENCO IS CHARLI HOUSE.

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

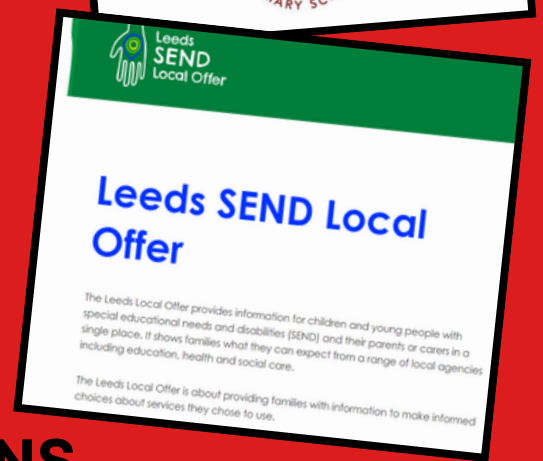
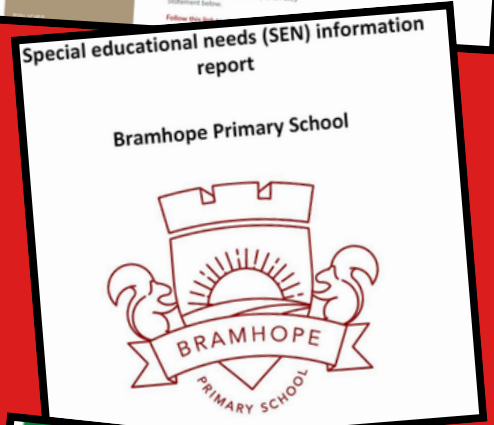


Our school website contains a wide range of information.

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

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

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 to book.

Spring 2026:

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 18th March 2026, 9.45 till 11.15: Puberty and sexuality

This session will look at why autistic children and young people need more support to understand puberty, relationships, sexuality and sex. We will discuss strategies and resources for supporting children and young people to better understand these themes.

SEND parent carer monthly information drop-in

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

Leeds Local Offer

SENDIASS

Leeds Parent Carer Forum

Carers Leeds

Little Hiccups

Child Health and Disability Team (CHAD)

Leeds Speech and Language Service

SEND Coordinators, Family Hubs

Dates and times of drop ins

Wednesday 4th February 2026, 10.30am till 12.30pm at Horsforth Library Building, LS18 5BL

Wednesday 11th March 2026, 10.30am till 12.30pm at The Welcome Centre, Belle Isle, LS10 3DN

Wednesday 1st April 2026, 10.30am till 12.30pm at Carr Manor Community Hub, LS7 2PS

Book your place at the drop in [here](#).

If you require further information about the drop in sessions please email LLO@leeds.gov.uk or follow the [Leeds Local Offer facebook page](#).

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.

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

**Join us at Leeds Local Offer Live!
Wednesday 25th March 2026
10:00 AM – 3:00 PM (Drop-in)
Pudsey Civic Hall, LS28 5TA**

Come along to find out about services for children and young people with special educational needs and disabilities (SEND) in Leeds – all in one place!

Leeds Local Offer Live is our annual marketplace event, bringing together families, professionals, and service providers to share information, resources, and support.

SUPPORT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES.



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

We've now developed several improvements, and the programme is moving into everyday business. Our focus is now on embedding these changes to support the Council's vision that children and young people in Leeds with SEND have the best possible start in life and equal opportunities to learn.

You can read more about these changes on the [SEND and Inclusion transformation page](#).

As part of this transition, the temporary EHCP Review inbox will close on Monday 9 February 2026. The inbox was set up specifically to support the transformation work. Moving back to our standard contact routes will help ensure queries reach the correct teams more quickly and consistently.

From 9 February, please use the usual support and contacts:
Your school's Special Educational Needs and Disabilities Coordinator (SENDCO)

Your school's Family Support Worker (if applicable)

[Leeds SEND Local Offer | Leeds Local Offer](#)

[The Leeds Parent Carer Forum](#)

[The SEND Information Advice and Support Services \(SENDIASS\)](#)

sendiass@leeds.gov.uk or call 0113 378 5020

For general enquiries and more information about EHCPs, monitoring and quality assurance, you can contact SENSAP by emailing SENSAP@leeds.gov.uk or calling 0113 376 0062.

Further SEND transformation work will take place in response to the Government's new SEND reforms when they are announced.

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

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

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.



Otley, Pool & Bramhope Cluster
Otley Parent Support Group & Workshops
February - May 2026

For more information, contact:
Ali Stevens (Parent Support Adviser)
T: 07510 079959 E: ssa@princehenrys.co.uk

24	February 2026 Welcome Back & Connection!	31	March 2026 Family Hub
03	March 2026 Sibling Rivalry	28	April 2026 Parental Conflict
17	March 2026 Linking Leeds - Social Prescribing	12	May 2026 Managing Meltdowns

Venue:
Otley Common, 65 Walkergate, Otley, LS211AG
Term Time: 9.30 - 11.00am

- Parent/carer support - All welcome
- Neurodiversity parent/carer focus
All welcome - no diagnosis needed

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 Ali Stevens.

SAFEGUARDING SPOTLIGHT ON...

Fussy eating

Healthy eating isn't just about the food children eat. It is also about behaviour around eating. It is normal for children to refuse to eat or taste new foods.

Fussy eating is common. Children can be fussy about what or how they eat. They can refuse to eat certain foods, eat a very limited range of food or refuse to eat at all.

Think about what your child eats over a week. Don't worry about what they eat in a day or a meal. If your child is active, gaining weight and is well they are getting enough to eat.

What can I do?

- Do not worry if your child refuses something to eat. Adults can create fussy children because we over interpret likes and dislikes. Children cannot make real choices before they reach 4 to 5 years old.
- Keep giving your child a variety of foods. It can take up to 15 attempts for your child to accept some foods. Gradually introduce foods and keep going back to the foods they did not like before. Children's tastes change.
- As long as your child eats some food from all the main food groups (fruit and vegetables, dairy, proteins and carbohydrates) you do not need to worry. There is information about what to feed young children.
- Offer them what you expect them to eat. If they choose not to eat it don't be tempted to offer something else. They will eat when they are hungry.

Tips that may help

- Give your child the same meal as the rest of the family. Make sure they have an appropriately sized portion and do not add salt to their meal.
- Eat together as a family. The best way for your child to learn is to copy you.
- Make mealtimes enjoyable and not just about eating. Chat about other things.
- Focus on minimising distractions (phones, toys, pets) during mealtimes so your child can really concentrate on the food.
- It is important to encourage your child to feed themselves (finger foods or spoon foods).
- Don't leave meals until your child is too hungry or tired to eat.
- Keep trying with new foods and offer them in different ways
- Your child may be a slow eater. Be patient.
- Get your child involved in preparing and cooking meals.
- Praise your child when they try something new.
- If food is uneaten do not force them to eat it. Just take it away without saying anything. Try to stay calm.
- Don't use food as a reward. Instead reward them with an outing, like a trip to the park, a sticker book or reading book.

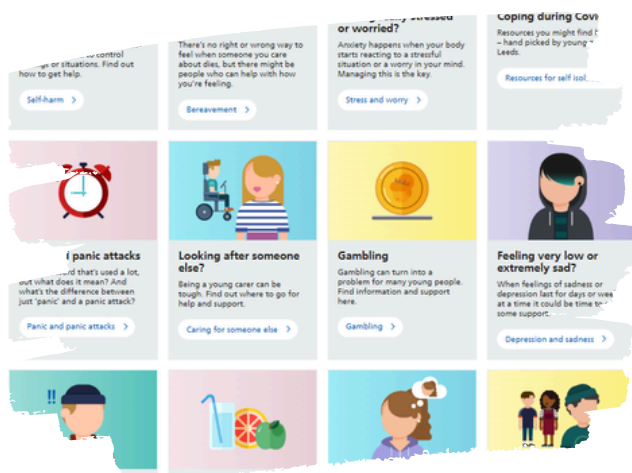
NHS advice on fussy eating

Healthy eating

Neurodiversity eating and food

Dealing with child behaviour problems

Click on the links for further support



For more support on support your child on common issues, please go to:

<https://www.mindmat.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.

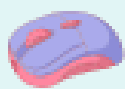
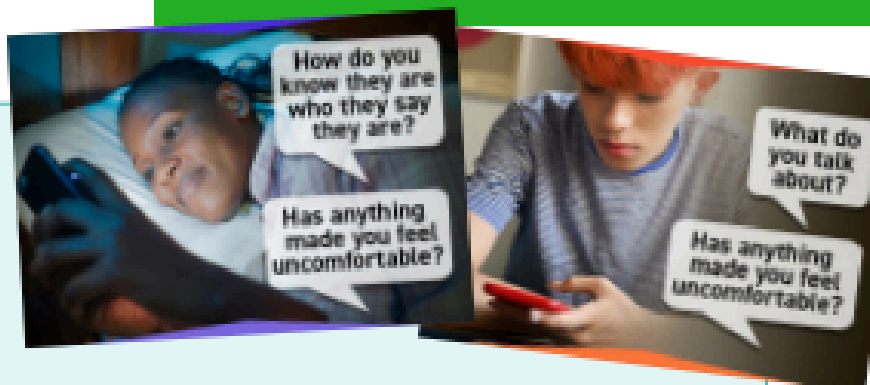
It can be difficult to start the conversation with a young person about their online activities. Technology keeps changing and you might struggle to keep up with it all. But you don't need to. You just need to take an interest and ask questions about the games and apps they are using.

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



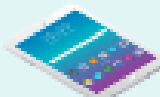
Start the conversation

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

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

www.westyorkshire.police.uk/conversation



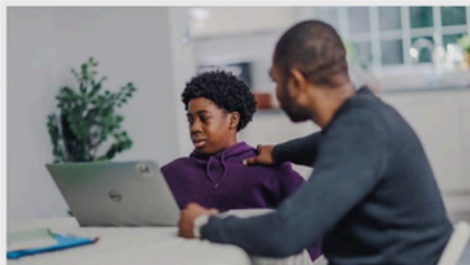
Starting family conversations about online safety



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

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

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

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

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

wyicb-wak.wyhealthiertogether@nhs.net

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

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



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://qrcodes.nhs.uk/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



FoodAid Provision

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

leedsfoodaidnetwork.co.uk/find-emergency-food

or scan the QR code



Healthy Holidays

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



Leeds Money Information Centre (LeedsMIC)

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



B

Children's Centres

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

familyinformation.leeds.gov.uk/childrens-centres

A

C



Leeds School Uniform Exchange

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



Healthy Start

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

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

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

You can also get free Healthy Start vitamins.

How to apply

Get help to buy food and milk:



healthystart.nhs.uk/how-to-apply

or scan the QR code for more information.

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



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

digitalinclusionleeds.com

This can make a big difference to your family.

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



Cost of Living

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

Free school meals

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

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



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

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

Families with No Recourse to Public Funds & Free School Meals

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



Community Hubs

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

