Central Primary School

What we are learning about …

Information for parents

Be the best you can be

Central Primary School
Meet our Team

Miss L Hall – Headteacher

Mrs. C Harle – Assistant Head – Lower Site

Mrs.K McDougall– Assistant Head – Upper Site

Be the best you can be

Miss. C Clark – Deputy Head

Miss A Hall – Deputy Head

Assistant Heads of School (Curriculum): Mr. Judson, Miss Alexander, Mrs Wellington

Mrs. Marshall – SENDCo, Mrs. Nicholson – Trust SENDCo

ASHINGTON LEARNING PARTNERSHIP

Reading

Reading is our number one priority. As a result, our expectation is that all children read at least 3 times per week; this should be recorded in the pupil planner.

If your child is part of our RWI *programme, they will receive a 'My Book Bag' book which is phonologically matched to t*he phonics scheme read in school. Pupils working beyond the RWI scheme will bring home an Accelerated Reader book to read at least three times per week. Additionally, your child will also bring home a library book to read for pleasure with an adult. We ask that children bring their book into school each day to enable our Reading Team to hear them read,

1. Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

2. Read aloud regularly

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

3. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

4. Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

5. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

6. Make use of your local library

Joining the local library is a great way to expand your child's reading horizons. Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow. Library members can download the 'Borrowbox' app to access online materials.

7. Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

8. Bring reading to life

You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

9. Make reading active

Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

10. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

Maths in Key Stage Two

Maths is an essential life skill that is needed far beyond the classroom and parents can play an important role in supporting and enriching their child's learning at home. This sheet includes some ideas to help you support your child with some areas of maths at home.

Number

- Encourage your child to learn their times tables so that they can recall them quickly (these facts are key to a number of other areas of maths and logging onto TTRS regularly will help with this)
- Use fractions in daily life e.g. halves, quarters, third, fifths, tenths.
- Look for opportunities to solve real life problems e.g. finding the best deals in supermarkets, calculating change, working out which flight is the shortest, etc.
- Point out and discuss negative numbers in the context of temperature, money, etc (Y5 and Y6)

Time

- Help your child to learn the time to the minute on an analogue clock and then to tell the time on a digital clock.
- Ask them to tell you the analogue time using a digital clock e.g. 3:45 would be quarter to four.
- Once confident, help them to learn the 12 and 24 hour clock.
- Measure and discuss how long things take or would take in seconds, minutes and hours
- Help them to remember how many seconds are in a minute, minutes in an hour, hours in a day, etc
- Calculate time durations in real life e.g. journeys, how long something needs to be in the oven, flight durations, etc

Measures

- Use practical equipment such as scales and measuring jugs to measure ingredients
- Encourage your child to look at the scale and calculate what each interval is worth
- Encourage them to spot key intervals such as kgs and half way points in between
- Help them learn key facts such as 1000g = 1kg so 1500g = 1.5kg
- Find opportunities to measure the length of objects in mm, cm and m and convert between the three units
- Point out imperial measures in context: inches, pounds and pints (Y6)

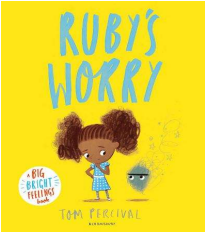
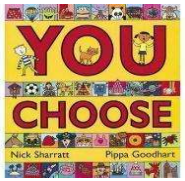
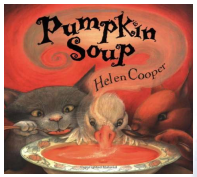
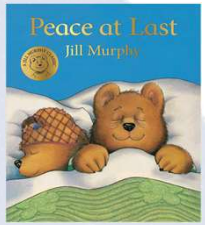
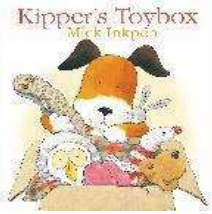
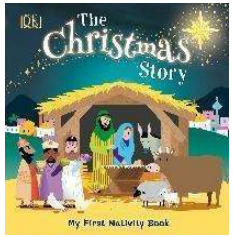
Money

- Ensure that they can recognise coins and notes and know their value
- Provide opportunities to add amounts, calculate change or (Y5/Y6) calculate special offers when you visit the shop e.g. 3 for 2 or 10% off
- Provide opportunities for them to learn the value of money and saving in real life contexts e.g. if I save £3 per week, how long will it take me to save £15?

Play Maths Games

- Board games and dice games help counting skills
- Darts, scrabble and chess all develop addition skills
- Jigsaw puzzles develop spatial awareness

Curriculum Overview – Autumn Term - Reception

						
Communication and Language	Looking t the pictures from the story independently and say what they see and make conversation based around the pictures, encourage children to use new language in context, playing group games to encourage communication, develop simple sentence structure.					
Personal, Social and Emotional Development (PSED)	Feelings of worry. Importance of friendships. Who to talk to if you have a worry.	Share likes and dislikes. - Talk about our families and explore similarities and differences. Discuss healthy and unhealthy food choices.	The importance of sharing. Explore ways to manage disagreements. Explore fair and unfair Recap healthy eating choices, specific focus on vegetables.	-Resilience - how do we overcome problems?	What is special to us? Discuss feelings of loss and worry. How can we look after our things so we don't misplace them?	Respecting the beliefs of others. Giving - what can we do for others?
Physical Development	Gross Motor: Walking and Jumping Fine Motor: Letter formation, manipulating clay, observational drawing, using a range of tools, threading, dough disco			Gross Motor: Team building: Ball skills (hands) Fine Motor: Letter formation, manipulating clay, observational drawing, using a range of tools, threading, dough disco		
Literacy	Write initial sounds.	Create a comic strip using pictures from the book.	Following instructions for a purpose through making pumpkin soup as a class	Story ordering, focusing upon the beginning, middle and end. Write CVC words.	Write a character list. Describe own special toy.	Write a simple caption.
Mathematics	Mastering Number: Subitising, cardinality, composition, comparison, patterns and shape					
Understanding the world	Safe people to talk to in our local community.	Our local area / our local environment. Map journey to school. Talk about where we live and different homes. Talk about careers	Grow a pumpkin. Make pumpkin soup. Teach about Harvest. Where does food come from? Observe seasonal changes.	Night and day- changes over time. Environmental sounds.	Shadows. Explore old and new toys.- Which material is best to make a toy box from?	Teach the Christian story of the first Christmas. Respecting the beliefs of others.
Expressive arts and design	Model how to access the creative areas appropriately.	Painting/ drawing of a feature of our local area.	pictures that represent autumn. Drawings of vegetables Mixing colours	Mix paints for purpose to create the correct colour. Paint a picture of a house. Manipulate clay to create a bear.	Use junk modelling to design and build a toybox Create their own 'sock thing'. Toy shop role play area	Design wrapping paper. Make a Christmas card

Be the best you can be

Curriculum Overview 2023-24
YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Everyday Materials (seasonal changes taught across Year 1)		Animals, including humans		Plants	
History	Changes in my lifetime		Changes in my local area		Explorers and adventurers	
Geography	Weather		Settlements (Villages, towns and cities)		My local area	
Art	Portraits (draw)		Pitman painters (paint)		Water (mixed)	
Design Technology (DT)	Celebration cards – mechanisms, sliders and levers			Making a smoothing – cooking and nutrition		
Music	Making Melodies		Glockenspiel		Exploring rhythms and sounds: Drumming	
Computing	Online Safety	Technology around us	Creating digital media	Programming – Moving a robot	Data and information – sorting data	Programming – animation
Physical Education (PE)	Running / games for understanding	Ball skills and multiskills	Gymnastics and dance		Ball skills and teambuilding	Health related exercise (jumping)
Religious Education (RE)	Christianity (Creation)	Christianity (Christmas)	Sacred places		Judaism (Sabbath)	
Personal, Social, Health, Economic (PSHE)	Friendships	Feeling Safe	Healthy lifestyles		My local area	Privacy and permission

Curriculum Overview 2023-24
YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Uses of everyday materials		Animals, including humans	Plants	Living things and their habitats	
History	Significance		The Great Fire of London		Important women in history	
Geography	The United Kingdom		Where are we in the world?		The coast	
Art	Flowers (draw)		Artist colour comparison (paint)		Local sculptures (sculpt)	
Design Technology (DT)	Make a bridge – free standing structures		Make a hand puppet – textiles		Make a teddy taxi – wheels and axles	
Music	Guide to the Orchestra (Listening)		Get down with the animals (Singing)		Glockenspiel ensemble	
Computing	Online safety	Information technology around us	Programming – robot algorithms	Creating media – Writing, music and images	Data and information: Pictograms	Programming
Physical Education (PE)	Dodging and games for understanding	Ball skills and multiskills	Gymnastics and dance		Ball skills and teambuilding	Health related exercise (jumping)
Religious Education (RE)	Hinduism (Diwali)		Christianity (Jesus)	Christianity (Easter)	Islam (Mohammad)	
Personal, Social, Health, Economic (PSHE)	Included and excluded	Feeling calm	Safety in the local community		Healthy lifestyles	Growing up

To the best you can be

Curriculum Overview 2023-24
YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Forces and magnets	Light	Rocks	Animals, including humans	Plants	
History	Prehistoric Britain		Romans		Changing power of monarchs	
Geography	Mountains		Land use in the UK		Climate	
Art	Changing seasons (photography/paint)		Mosaic (craft)		Observational drawing	
Design Technology (DT)	Making oat bars/healthy varied diets			Pop-up cards – levers and linkages		
Music	Hansel and Gretel (Singing performance)		Musicals (singing)	Rhythm explorers (Djembe drums)	Orchestral music	
Computing	Online safety	Connecting computers	Programming - sequences	Data / information – branching databases	Creating media – desktop publishing and animation	Programming
Languages	C'est moi (all about me)			Ou habites-tu? (Where do you live?)		
Physical Education (PE)	Tag rugby and netball	Hockey and multiskills	Problem solving	Gymnastics and dance	Cricket and curling/boccia	Athletics
Religious Education (RE)	Islam (Worship)		Christianity (Life of Jesus)	Christianity (Easter)	Hinduism (Brahman)	Marking life events
Personal, Social, Health, Economic (PSHE)	Families	Self-calming	Law and authority	Emergencies	First Aid (head injuries)	Growing up

Curriculum Overview 2023-24
YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Sound	States of matter	Electricity	Animals, including humans	Living things and their habitats	
History	Anglo Saxons		Vikings		Coal Mining local study	
Geography	Volcanoes and earthquakes		The United Kingdom		European study: Greece	
Art	Skeleton sketching (draw)		Landscape weaving (craft)		Pop Art (photography/paint/print)	
Design Technology (DT)	Make a Christmas light box – electrical systems			Frame structures - 3D printing		
Music	World rhythms (Djembe drums)		Ukelele and singing	Exploring instruments	Keyboard adventures	Composing with keyboards
Computing	Online safety	Internet –systems and networks	Data / information – collecting data/graphs	Programming – repetition in shapes	Creating media	Programming – repetition in games
Languages	Ma ville (my town)			A l'ecole (at school)		
Physical Education (PE)	Tag rugby and netball	Hockey and multiskills	Problem solving	Gymnastics and dance	Cricket and curling/boccia	Athletics
Religious Education (RE)	Judaism (Festivals)		Christianity (Jesus' teachings)		Christianity (Genesis)	Improving the world
Personal, Social, Health, Economic (PSHE)	Bullying and mental health	Healthy routines	Rights and responsibilities		First Aid	Puberty and changing relationships

Curriculum Overview 2023-24
YEAR 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Forces	Earth and space	Properties and changes of materials	Living things and their habitats	Animals, including humans	
History	Crime and punishment		Ancient Egypt		World War Two: Battle of Britain	
Geography	Biomes		The Americas		A North America study: Greenland	
Art	Gallery rebels (paint/draw/sculpt)			Sculpture (sculpt)		
Design Technology (DT)	Traffic lights – electrical systems and complex circuits			Making a cultural dish – food and nutrition		
Music	Melody and vocal performance (singing and ukulele)		Northumbrian music traditions	Leitmotifs and orchestral music (keybards)		Brazilian rhythms (Djembe drums)
Computing	Online safety	Sharing information – systems and network	Programming	Creating digital content – desktop publishing	Data and information – flat file databases	Creating media – vector drawing
Languages	Les passe-temps (hobbies)			Je descris un monster (designing and describing a monster)		
Physical Education (PE)	Tag rugby and netball	Hockey and multiskills	Health related exercise	Gymnastics and dance	Cricket and tennis	Athletics
Religious Education (RE)	Hinduism (Dharma)	Christianity (Christmas)	Christianity (Jesus' example)		Study of the local Northumbrian saints	Living a "good life"
Personal, Social, Health, Economic (PSHE)	Stereotypes	Pressure	Democracy in the UK		Emergency First Aid	Puberty

Curriculum Overview 2023-24
YEAR 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Light	Electricity	Animals, including humans	Evolution and inheritance	Living things and their habitats	
History	Ancient Greece		Kingdom of Benin		Sources	
Geography	Trade and economics		Interpreting maps		Our changing world	
Art	City-scapes (draw)			Identity (paint)		
Design Technology (DT)	Top gear – pulleys and gears			Absolute trash – textiles and joining		
Music	Folk Rock (singing chords and ukulele)		Keyboard mastery	Harmony keyboards	Music for exploring	Pop songwriting
Computing	Online safety	Data and information - spreadsheets	Programming - variables	Creating media – 3D modelling	Creating media – web page creation	Programming – physical systems
Languages	A table (food and drink)			Synoptic unit (covering all learning so far)		
Physical Education (PE)	Tag rugby and netball	Hockey and multiskills	Health related exercise	Gymnastics and dance	Cricket and curling/boccia	Athletics
Religious Education (RE)	Judaism (Commandments)	Islam (Wisdom)	Belief and non-belief		Faith in the modern world	
Personal, Social, Health, Economic (PSHE)	Discrimination	Mental Health	Global citizenship		Emergency first aid	Human life cycles

ALP Trust – Safeguarding

Supporting families, keeping children safe, and local services		
Local Services	Online safety	School: Key people
OneCall – 01670 536400 For reporting any worries about harm or the safety of a child or adult in the community	**Safer Internet** Parent's Guide https://saferinternet.org.uk/guide-and-resource/parents-and-carers	Every school has a Designated Safeguarding Lead whose role it is to keep children safe.
Children North East For family support, parenting and domestic abuse services 01670 857 167 https://children-ne.org.uk/	**Internet Matters** https://www.internetmatters.org/	 Central Primary Miss Agan Bothal Primary Mrs Parker
Northumberland Cost of Living Support Hub 01670 620015 https://www.northumberland.gov.uk/Support.aspx Email: NCT@northumberland.gov.uk	**Think U Know** https://www.thinkuknow.co.uk/parents/	
Northumberland Domestic Abuse Services 01434 608030 https://www.nda.services/	**NSPCC** – Keeping children safe online https://www.nspcc.org.uk/keeping-children-safe/online-safety/	Assistant Heads of School The Assistant Head of School on each site offers pastoral and behavior support and the day to day operation. Central Primary (Upper Site): Mrs McDougall Central Primary (Lower Site): Mrs Harle Bothal Primary (Upper Site): Mr Spence Bothal Primary (Lower Site): Miss Rutherford
Ashington Children's Centre 01670 819988 https://www.facebook.com/Ashington-Childrens-Centre-527634850641879/	**Common Sense Media** https://www.commonsensemedia.org/articles/online-safety	