

Weekly Overview of Learning




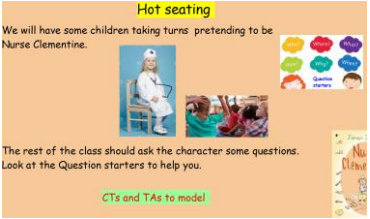

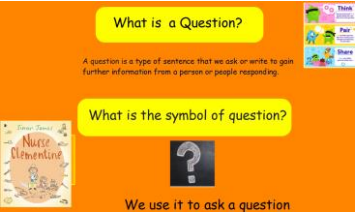
Year Group: Year 1 Week beginning: 18.11.24

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to identify key events in the story.</u> ◀	<u>LI: We are learning to ask questions.</u>	<u>LI: We are learning to ask questions related to the story.</u>	<u>LI: We are learning to write questions</u>	<u>LI: We are learning to practice asking questions.</u>
Speaking and Listening Focus	Use simple language and sentence stems. First Clementine helped... Then she helped...	Use relevant strategies to build vocabulary.	To share ideas confidently and clearly	To ask and answer relevant questions	Answer questions with some detail.
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> bandaged emergency temperature headache sore first aid kit <p><u>Key questions:</u></p> <ul style="list-style-type: none"> Who is the main character in the story? Who are the other characters? What is she dressed like? Why do you think she is dressed like this? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> Questions Question mark When Where What How why <p><u>Key questions:</u></p> <ul style="list-style-type: none"> What is a question mark? What does question mark symbol look like? Where in a sentence we put a question 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> Questions Question mark When Where What How why Medical kit <p><u>Key questions:</u></p> <ul style="list-style-type: none"> What is hot seating? What questions would you like to ask Clementine? Why do you want to become a Nurse? What is your most 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> Capital letter Finger spaces Full stops Question mark When How Where <p><u>Key questions:</u></p> <ul style="list-style-type: none"> What are the rules of writing a sentence? When do we use Capital letter? Where do we use full stops? Why do we need our finger spaces? 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> Question mark When Where What How why <p><u>Key questions:</u></p> <ul style="list-style-type: none"> What questions would you like to ask Tommy?

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	<ul style="list-style-type: none"> What is she doing in the story? 	<p>mark?</p>	<p>favourite part about being a nurse?</p>		
<p>Activities</p>	<p>In this lesson, children will recall all the events in the story. They will be asked questions such as Who are the characters in the book? Can you remember what emergencies Nurse Clementine helped to fix? What happened to the brother?</p>  <p>Was Wellington hurt?</p> <p>What was Tommy doing?</p> <p>The children will look at the different scenes in the story and will be encouraged to orally retell what happened in that scene using new vocabulary.</p> 	<p>Today, the children are going to learn to ask questions. They are going to understand what is a question, how it is used, what does question mark symbol looks like.</p>  <p>Let's watch this video to understand better</p> <p>Question marks are found at the end of the question.</p> <p>The children will watch engaging video to understand better. The children will also look at some question starters to help them to ask questions such as Why, How, Where, What and so on. The children will then use these question starters to ask their talk partner a question.</p>	<p>In this lesson, the children will participate in hot seating. The children will take turns to dress up and pretend to be Nurse Clementine and rest of the class will ask the character some questions.</p>  <p>Hot seating</p> <p>We will have some children taking turns pretending to be Nurse Clementine.</p> <p>CTs and TAs to model</p> <p>The rest of the class should ask the character some questions. Look at the Question starters to help you.</p> <p>The children will discuss what questions can they ask Clementine. CTs and TAs will model where CTs will be on the hot seat interviewed by their TAs asking questions such as Why do you want to be a Nurse, How do you help people and so on.</p>	<p>In this lesson, the children are going to write questions using a question mark. They will be reminded of their writing rules such as Capital letters, full stops and finger spaces.</p>  <p>Thursday 21st November 2024</p> <p>LI - We are learning to write questions</p> <p>Let's improve our Questions. Model underneath</p> <p>why do you want to be a nurse</p> <p>what is your favourite part about being a nurse</p> <p>Children will then look at some sentences and will improve them. Then the children will recall the questions they asked Clementine in their previous lesson and will write them down on their white boards. They will be provided with question starters to support them.</p>	<p>In this lesson, we are going to practice asking questions. Children will be reminded of the question starters and what goes at the end when writing a question.</p>  <p>What is a Question?</p> <p>A question is a type of sentence that we ask or write to gain further information from a person or people regarding.</p> <p>What is the symbol of question?</p> <p>We use it to ask a question</p> <p>Then one child will pretend to be Tommy and rest of the class will ask Tommy questions such as Why were you skating down the stairs? Why didn't you listen to Clementine? Why didn't you want Clementine to help you?</p>

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<p>Table top activity:</p>	<p>Here are some question starters we can use to ask questions.</p> <p>Who? Where? What? How? Why? When?</p> <p>Question starters</p> <p>Use these question starters to ask your talk partner a question.</p> <p>For example: What is your favourite colour? How old are you? Why do you enjoy school?</p> <p>Table Top activity:</p> <p>Writing Question Sentences</p> <p>Write a question that you could ask about each of the images. Remember that every sentence should start with a capital letter and a question word. They should also end with a question mark.</p>	<p>What Questions would you like to ask Nurse Clementine?</p> <p>For example: Why did you want to become a nurse? What is your favourite part about being a nurse?</p> <p>Key vocabulary: medical kit First aid kit stethoscope thermometer bandage</p> <p>Table top activity:</p> <p>Write your questions</p>	<p>Table top:</p> <p>Cut out and sort.</p> <table border="1"> <tr> <td>What do monkeys eat?</td> <td>Eagles can fly.</td> </tr> <tr> <td>Birds lay eggs.</td> <td>Do dogs like to play?</td> </tr> <tr> <td>Bears are covered in fur.</td> <td>Do bears have scales?</td> </tr> <tr> <td>Does a cheetah run slowly?</td> <td>Leopards run very quickly.</td> </tr> <tr> <td>Do lions roar?</td> <td>Male lions have a mane.</td> </tr> <tr> <td>Frogs live in water.</td> <td>Are fish land animals?</td> </tr> <tr> <td>Baby dogs are called puppies.</td> <td>What are baby cats called?</td> </tr> <tr> <td>Do turtles lay eggs?</td> <td>Turtles have shells.</td> </tr> </table> <p>Table top:</p> <p>Write your questions</p>	What do monkeys eat?	Eagles can fly.	Birds lay eggs.	Do dogs like to play?	Bears are covered in fur.	Do bears have scales?	Does a cheetah run slowly?	Leopards run very quickly.	Do lions roar?	Male lions have a mane.	Frogs live in water.	Are fish land animals?	Baby dogs are called puppies.	What are baby cats called?	Do turtles lay eggs?	Turtles have shells.	<p>Table top:</p> <p>Write your questions</p>	<p>Table top Activity:</p> <p>Write your questions</p>
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Baby dogs are called puppies.	What are baby cats called?																				
Do turtles lay eggs?	Turtles have shells.																				

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p>	<p>Review</p> <p>GPC Review</p> <p>Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed. Use a random order.</p> <p>Fluency Reading</p>	<p>Review</p> <p>GPC Review</p> <p>Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed. Use a random order.</p> <p>Quick Write</p>	<p>Review</p> <p>Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed. Use a random order.</p> <p>Teach</p>	<p>Review</p> <p><u>GPC Review</u></p> <p>Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed. Use a random order.</p>	<p>Review</p> <p><u>GPC Review</u></p> <p>Review graphemes using PPT or flashcards – repeat in black text. Add single Black Cat graphemes if needed. Use a random order.</p>

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	<p>Words: letter first turns Encourage fluent independent reading.</p> <p>Teach Teach GPCs – oo (Cool Blue) Use PPT or grapheme card to introduce ‘oo’.</p> <p>Action: Make a round mouth and show by circling with your finger without touching Sound Cue: zoom to the moon</p> <p>Blending to Read Blend to read words using scaffolded-whisper-independent method as appropriate. Words: zoo school cockatoo balloon moon kangaroo soon food too</p> <p>Challenge: zooming hooted brooms shampooing boots</p> <p>Activity Practise Blending & Segmenting Download the Activity ‘Blending & Segmenting’ Worksheet. Read the sentences and add the missing ‘oo’ words to complete each one. Read along</p>	<p>Words: bird summer Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach <u>Teach GPC – oo (Tricky)</u> Use PPT or grapheme card to review ‘oo’: Action: Wave a pretend wand in the air. Sound Cue: Look at books <u>Blending to Read</u> Blend to read words using scaffolded-whisper-independent method as appropriate. Words: cook book wood football hook stood flood hood</p> <p>Activity Practise Writing Sentences Write titles for books in the bookshop. Choose 2/3 from the following titles: Dictation: The good cookbook Good hoods for floods</p>	<p><u>Teach GPC – oa</u> Use PPT or grapheme card to review ‘oa’.</p> <p>Action: Look surprised and put your hands out Sound Cue: A goat in a boat</p> <p><u>Blending to Read</u> Blend to read words using scaffolded-whisper-independent method as appropriate. Words: coat goat goal toast coach load groan croak coast</p> <p>Activity <u>ractise Segmenting to Spell</u> Model segmenting to spell using phoneme fingers.</p> <p>Words: road coach goal croak soap goat load float coat boat Use exercise book or individual whiteboards.</p> <p>OR Use the downloadable Matching Game Activity. Children to play in pairs to find matching cards. Record matching pairs on the sheet provided.</p>	<p><u>Quick Write</u> Words: girl hurt Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach <u>Teaching Blending to Read</u> Encourage children to blend to read the alien words using this week’s graphemes. Remind the children with alien words they need to blend carefully. Words: (Cool Blue) bloog zoot vood shroom choogen (Tricky) voot wook doof shood gooch foab zoat hoat poag choap</p> <p>Activity <u>Practise Blending to Read</u> Use the plain black text version of the downloadable ‘Alien Word Grid’. You may wish to choose the colour-coded ‘Alien Word Grid’ for children who require more support.</p>	<p><u>Fluency Reading</u> Words: burning dinner skirt Encourage fluent independent reading.</p> <p>Teach <u>Teaching Blending to Read</u> Encourage children to read the words using whisper blending. Repeat. Can the children build up level of fluency on next read? Words: food flooding soap zoomed hook coaches spoon looked moaning room wood groan school shook boasts</p> <p><u>Reading Questions</u> Do you need a hood in a flood? Do goats like to eat lots of food? Can a toad jump as high as the moon?</p> <p>Activity</p>
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with the children to identify missing word and segment to spell.

Sentences:

Cool Blue works at the zoo.

He looks after all the animals.

Read the oo words and draw a line to the items in the picture.

- boots
- pool
- moon
- food
- hoat
- roof
- balloon
- baboon
- shampoo
- kangaroo

Spot the difference - oo

Can you find the 5 differences in the picture below?

bookshop look good woods wooden

Can you write about what is happening in the picture?

oa word record sheet

Player 1	Player 2

Encourage children to add sound buttons to the words, identifying this week's target graphemes.
Encourage children to blend to read words.

Writing Sentences – Dictation

Sentence: Look at the toads in the cool pool.

μοσφι	αγορ	ροσλ
ηοαρ	εροαρ	μοστ
ροουαβ	ηοαβ	βοαυ
εφοκ	ρολ	μοσεφ
μοαβ	ηοαε	αροαε
βλοαδ	ηιοαδαιυ	σοακ
μοααβ	εμοαα	αηοαα
σοα	αοαα	ηοαυ

Spelling Review

Choose a selection of decodable words and HFWs from this week's learning or use words selected from spelling log 1a.

Choose one of the following activities to review spellings using this week's graphemes.

1. Create flashcards using colour coding.
2. Write colour-coded words in exercise book.
3. Spelling test

Class Text
– Reading
Aloud
10-15
mins each
day

This week the classes will be reading a range of non fiction books about human senses.

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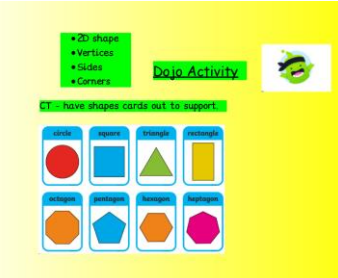
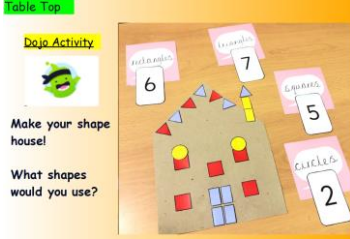

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to recognise everyday 2D shapes.	LI: We are learning to identify 2D Shape. (Understand)	LI: We are learning to explore the sides and vertices of 2D shapes. (Apply)	LI: We are learning to identify properties of 2D shapes. (Apply)	LI: We are learning to make patterns using 2D shapes. (Evaluate)

Key vocabulary and key questions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>Key Vocabulary</p> <ul style="list-style-type: none"> 2D Shape Circle Square Triangle circle <p>Key Questions:</p> <ul style="list-style-type: none"> Can you name this shape? Where can you see this shape in real life? How are these shapes different from each other? 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> circle rectangle hexagon pentagon octagon <p>Key Questions:</p> <ul style="list-style-type: none"> What shape is this? How many sides or corners does it have? Where can you see this shape in real life? 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> 2D shape Vertices Sides Corners 2D shapes <p>Key Questions:</p> <ul style="list-style-type: none"> How many sides does this shape have? How many vertices (corners) does this shape have? What do you notice about the sides of this shape? Can you find a shape with straight sides? How about a round shape?" 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Sides Corners Straight Curved <p>Key Questions:</p> <ul style="list-style-type: none"> How many sides does this shape have? How many corners does this shape have? Are the sides straight or curved? 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> pattern repeat sequence shape names <p>Key Questions:</p> <ul style="list-style-type: none"> What shapes can you use to make a pattern? How can you repeat this pattern? What comes next in the sequence?

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Activities									
	<p>The lesson focuses on the learning intention: <i>We are learning to recognize everyday 2D shapes</i></p> <p>The lesson begins with a discussion on everyday objects and their shapes, followed by an introduction to the four key shapes using visuals. During the main activity, children will participate in a shape hunt around the classroom or outdoor area to identify real-world examples and then sort shape cut-outs into groups, using key vocabulary as they work.</p> <p>Table Top Activity:</p>  <p>Monday 18th November 2024 L1: We are learning to identify everyday 2D shapes.</p> <p>Let's go on a shape hunt!</p> <table border="1"> <tr> <td>Square <input type="checkbox"/></td> <td>Triangle <input type="checkbox"/></td> </tr> <tr> <td>Rectangle <input type="checkbox"/></td> <td>Circle <input type="checkbox"/></td> </tr> </table> <p>Draw/label the things you find that have these shapes on them.</p>	Square <input type="checkbox"/>	Triangle <input type="checkbox"/>	Rectangle <input type="checkbox"/>	Circle <input type="checkbox"/>	<p>In this lesson, children will explore and identify various 2D shapes by focusing on their unique properties, such as the number of sides and corners. Starting with an introduction to common 2D shapes—circle, square, triangle, rectangle, and hexagon—children will learn to recognise these shapes and understand how to describe their attributes</p> <p>By the end of the lesson, students should be able to confidently name and describe 2D shapes and begin to identify them in the world around them.</p> <p>Table Top Activity: Creating their own shape monster.</p> 	<p>In this lesson,</p> <p>In this lesson, children will investigate the characteristics of 2D shapes by focusing on two essential properties: sides and vertices (corners). Starting with an introduction to various 2D shapes such as circles, triangles, squares, rectangles, and hexagons, children will learn to identify each shape by counting and describing its sides and vertices. This hands-on lesson will use visual aids like shape cut outs and posters, along with real-life examples, to reinforce understanding.</p> <p>Table Top Activity:</p> 	<p>In this lesson, we will first recap common 2D shapes and an introduction to their properties using key vocabulary. During the main activity, children handle cut-outs or physical shapes to identify and count sides and corners, group shapes based on their properties (e.g., curved vs. straight sides), and record their findings in a table or diagram. The lesson concludes with a plenary where children revisit the key questions and compare shapes, discussing similarities and differences using the key vocabulary.</p> <p>Table Top Activity:</p>  <p>Table Top</p> <p>Dojo Activity</p> <p>Make your shape house!</p> <p>What shapes would you use?</p>	<p>The lesson begins with a discussion about what patterns are and examples of patterns in everyday life, followed by a demonstration of simple shape patterns. During the main activity, children create their own patterns using cut-out 2D shapes, exploring repetition and sequencing. They can also extend pre-made patterns and describe their process using key vocabulary. The lesson concludes with a plenary where children share and explain their patterns, reflecting on how they used 2D shapes to create a sequence.</p> <p>Table Top Activity:</p> 
Square <input type="checkbox"/>	Triangle <input type="checkbox"/>								
Rectangle <input type="checkbox"/>	Circle <input type="checkbox"/>								

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>Christmas Concert and Nativity Preparation</u></p>	<p><u>LI: We are learning to recognise the importance of gift giving.</u> Key Vocabulary: gifts, generous, kind, sharing, giving, present, gold, frankincense, myrrh</p> <p>Key Questions : Why do we give gifts? What special gifts have you received? Why were gifts given to Jesus? Do you give gifts to people? Does it have to be a material present?</p> <p>Discuss the different types of gifts (bought, made) using examples, and introduce the concept of immaterial gifts like love and time through storytelling. Children will differentiate between material and immaterial gifts and understand the symbolic meaning of the gifts brought to Jesus. Children will create simple handmade gift boxes for classmates using a shape net.</p> <div data-bbox="414 909 952 1061"> <p>What gifts did the wise men bring baby Jesus?</p> </div> <div data-bbox="425 1061 952 1109"> <input type="text"/> <input type="text"/> <input type="text"/> </div> <p>Why is giving a gift important?</p> <hr/>	<p><u>Team building - Lesson 3</u> LI – We are learning to develop talking, listening and sharing skills. Key Vocabulary: listen, share, communicate, team, Key Questions: How can we work well in a team? How do I know if I have communicated well? Children will work in pairs (one partner will have their eyes covered). They will need to guide their partner using communication to collect as many cones as possible and place them in a hoop.</p> <div data-bbox="1299 654 1478 829"> </div> <p><u>Target Games - Lesson 3</u> LI: We are learning to develop underarm and overarm throwing at a target. Key Vocabulary: aim, throw, underarm, overarm, target, accurate Key Questions: How can I ensure I hit my target? What can help me improve my aim?</p> <div data-bbox="1299 1053 1724 1220"> </div> <p>Children will collect as many beanbags and return them to their own hoops. Children will then aim for a particular coloured hoop and decide which type of throw will be suitable.</p>
<p>Art – Kapow</p>	<p>PSHE - Jigsaw</p>	

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LI: We are learning to experiment with paint mixing to make a range of secondary colours.

Key Vocabulary: paint, mix, change, primary, secondary, colours, shade

Key Questions: What colours can I mix together to make green? How can I change the shade of my colour? What will happen if I add extra.... colour?

Give the children time to experiment with mixing yellow and blue in their sketchbooks. They should vary the shade by using different quantities of blue and yellow paint each time. Children will mix five shades of green themselves. Then they should draw around their hands and paint their fingers, each a different shade of green.



LI: We are learning how to be safe near roads.

Key Vocabulary: safe, road, path, car, danger, stop, look, listen, walk, zebra crossing

Key Questions : How can we stay safe near a road? Why can roads be dangerous? What should I do before I cross a road?

Children will discuss why road safety is important and the risks there are.



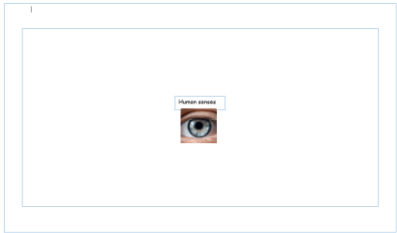



Children will learn the green cross code and create simple hand actions to support them to memorise it. Children will look at images of their locality and identify the features that are there to keep them safe e.g. zebra crossing.



Children will design a road safety poster and ensure they include STOP, LOOK and LISTEN. Children will look at images of safe and not safe choices near the road and sort them.

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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to express what we now know about human senses.</u></p> <p>Key Vocabulary: senses, recall, human, similar, different, important, function, assistive tools</p> <p>Key Questions: What can you recall from this topic? What was the highlight of this topic? Do you have any further questions you want to ask?</p> <p>Children will look through their science work on the topic so far. They will recall all the things they have found out. They will record all their knowledge onto the defining frame and pose any further questions they have.</p> <div data-bbox="241 817 636 1050"></div> <p>Children will then take part in a quiz and reflect on the highlights of the topic.</p>	<p><u>LI: We are learning to express what we now know about childhood.</u></p> <p>Key Vocabulary: past, present, now, then, change, timeline, recall, long ago, 1950's</p> <p>Key Questions: What can you recall from this topic? What was the highlight of this topic? Do you have any further questions you want to ask?</p> <p>Children will look through their history work on the topic so far. They will recall all the things they have found out. They will record all their knowledge onto the defining frame and pose any further questions they have.</p> <div data-bbox="869 817 1285 1082"></div> <p>Children will then take part in a quiz and reflect on the highlights of the topic.</p>	<p><u>LI: We are learning to use a computer to paint my own picture.</u></p> <p>Key Vocabulary: dots, spots, paint, tool, select, erase, pointillist</p> <p>Key Questions: What do you notice about his artwork? How can we create a similar style?</p> <p>Children will look at the artist Georges Seurat.</p> <p>Remember, Georges Seurat made his paintings using dots of colour.</p> <p>Look closely:</p> <div data-bbox="1478 678 2060 869"></div> <p>Click here to take a closer look at Seurat's work.</p> <p>They will look at the shapes and colours. Children will look at pointillist style. Children will then create a sunflower using the paint app in a pointillist style.</p> <p>Today you are going to paint a pointillist painting of a sunflower.</p> <div data-bbox="1825 981 2128 1276"></div> <p>What shapes can you see?</p> <p>What colours can you see?</p>

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<p>67 Draw lines from the words to label these body parts.</p> <p>76 Which of these pictures shows tools and technologies that help someone who has sight loss? Tick two.</p> <p>77 Which of these pictures shows tools and technologies that help someone who has hearing loss? Tick two.</p>	<p>1. Artefacts are objects that tell us how people lived in the past. true <input type="checkbox"/> false <input type="checkbox"/></p> <p>2. There are two stages of life. <input type="checkbox"/> <input type="checkbox"/></p> <p>3. A family tree is a picture showing how people are related to each other. <input type="checkbox"/> <input type="checkbox"/></p> <p>4. The 1950s happened yesterday. <input type="checkbox"/> <input type="checkbox"/></p> <p>5. A baker delivered fresh milk in glass bottles every day in the 1950s. <input type="checkbox"/> <input type="checkbox"/></p> <p>6. Children played out in the streets in the 1950s because there wasn't much traffic. <input type="checkbox"/> <input type="checkbox"/></p> <p>7. Children's clothes haven't changed since the 1950s. <input type="checkbox"/> <input type="checkbox"/></p> <p>8. This is the coronation of Queen Mary II in 1953. <input type="checkbox"/> <input type="checkbox"/></p>	
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Independent activities the children will access this week


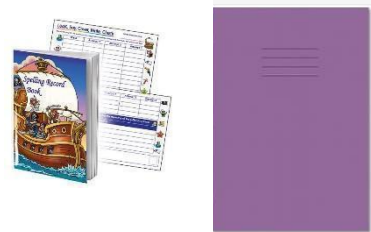

<p style="text-align: center;">English</p>	<p style="text-align: center;">Maths</p>	<p style="text-align: center;">Weekly</p> <p style="text-align: center;">Map of the local area - children use cars and models to replicate road safety.</p>
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Homework is set on a **Thursday** and due back on a **Monday** either in books or on line.

Reading and spelling.		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<p style="text-align: center;"><u>Reading</u></p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday.</p> <p>Your teacher will check, mark and sign your work once a week.</p> <p>Try and login to Bug Club.</p> 	<p style="text-align: center;"><u>Spellings</u></p> <p>Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day. Remember to write your spelling sentences in your purple reading task book.</p> 	 <p><u>Doodle Maths</u> – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – are you in the <u>green</u> zone yet?</p>	<p>Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumper and cardigan must be burgundy with the school logo. Girls to wear simple stud earrings, no necklaces or big bows to be worn.</p> <p>Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.</p> <p>Please remember to bring book bags in everyday!</p>