



**WELCOME TO GREATWOOD  
COMMUNITY PRIMARY &  
NURSERY SCHOOL**

**PARENT FORUM 2021-2022**

---

A Happy Place to Learn



# WELCOME

## The ambitions for this group:

- **A forum for parents to share ideas about the school-aspects that you value highly and areas that you would like to see improved.**
- **A forum for consultation on matters of school improvement working with senior leaders on areas of development**
- **A parent from every year group would be represented within the forum**
- **Meetings will take place every half term, for a one-hour meeting.**



## **30/9/21 Agenda**

### **Introductions**

**Welcome and start of term presentation-Mrs Yeoman**

**Post Pandemic education recovery actions- Mr Finch**

**Trust focus on environmental sustainability- Mrs Plews**

**Foci for future meetings- Mrs Plews**





# Autumn Term 2021

---







10-09-21  
Alex plays  
with his Daddy  
in our construction  
area.



10-09-21  
After finding a real frog  
in our garden Alex  
enjoys playing with our  
plastic frogs.

10-09-21  
Alex loves to build outside.  
He has made another  
super fire engine!



13-09-21

Uses our mu hands ten fingers in all.



# Reception Class Learning Journey



Alexander



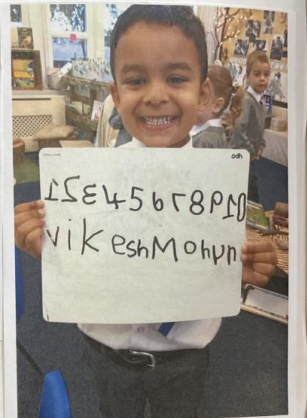
# Reception Class Learning Journey



Vikesh Mohun



10-09-21  
Vikesh and George  
play together with the  
cars during their visit.



13-09-21



Childs Name: Vikesh Date: 13-9-21  
Indoor/Outdoor:  
"A steam train"  
"My brother had more  
toms"  
"I went to london  
long journey in the  
car"  
"I went to see the  
train, horse"

PS&D	CL	PD	L	M	UW	EAD
P&E			AL		CS&T	
Photo			AI		CI	





Focus week for .....Dominic..... Autumn Term Date .....13.9.21.....

**Identified areas for focus:**  
General/parents:  
•  
Curriculum:  
• Sorting /counting objects  
• Parts of the body

Playing the treasure photic game.  
Dominic successfully reads real and pseudo cvc words and sorts them correctly. "Let's add some more words, can you write dog and put it in the correct place?"  
Dominic writes dog and pob and puts them on correctly. "demonstrates the correct formation of d and g. Dominic correctly forms the letters."

Making a number line.  
Dominic correctly orders the cards up to 10. "What number would come next?" "11" "suggests continuing the number line. Dominic adds to the number line up to 20. He uses the class number line for 19 and 20. "models formation of 9

Dominic copies correctly. He counts from 1-20 out loud, cleans the boards and puts them away.



Making a mini-me.  
Dominic draws around the template onto some felt. He used scissors (K1), holding correctly but find it tricky to cut. "demonstrates how to pull the felt tight to cut it successfully. Dominic tries again and cuts with support.



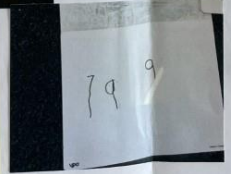
**Core:** English, Maths, Science  
**Foundation:** Geography, History, Art, DT, PE, RE, PSHE, Computing, Music

Running track.  
Dominic enjoys going daily mile track. He running with his a stretched backward. "suggests a different technique and pumping arm action. Dominic copies.



dog  
dog

999



Teaching moments

**Identified areas for future focus:**  
General/parents:  
•  
Curriculum:  
• DT-cutting and joining materials

Focus week for .....Alyssia..... Autumn Term Date .....13.9.21.....

**Identified areas for focus:**  
General/parents:  
•  
Curriculum:  
• Sorting/counting objects  
• Parts of the body

Making a mini-me.  
Alyssia draws around the template onto the felt. She holds the scissors correctly (K1) but struggles to cut the felt. "models how to hold the felt tight. Alyssia cuts the felt with some adult support.



**Core:** English, Maths, Science  
**Foundation:** Geography, History, Art, DT, PE, RE, PSHE, Computing, Music

"I'm making toys for a happy meat for some pigs but we don't have a bag for them." "Could we make one?" "How?"  
"Teacher models how to make a bag by folding paper. Alyssia watches carefully and then makes her own.



"The sphere will go in here look." She puts the sphere in the bag. "The cone won't, it's too big."  
"suggests making a different shaped bag. Alyssia gets different paper. "This one is long and thin she puts the cone in.



Independent Letter formation practise.  
Alyssia knows the sound, how to form the letter and can read and write cvc words.

PE +running track  
Alyssia shows good control when travelling - walk, run, skip. Follows the rules of the games, enjoys the daily mile. "encouraged her to slow her pace slightly, Alyssia ran 3 laps without stopping.



Teaching moments

Speech

**Identified areas for future focus:**  
General/parents:  
•  
Curriculum:  
• Cutting and joining different materials - DT.





# Geography

## Food For Thought

Autumn Term 1 2021



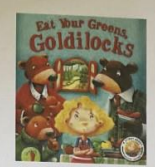
By the end of this chapter I will

- Have visited a range of local shops around Skipton High Street and a supermarket
- Be able to identify and name food that can be bought locally
- Be able to identify fresh and processed food
- Understand what cereal crops are used for
- Know where a range of everyday products come from
- Be able to explain that different foods are grown in different UK regions
- Have visited a local food producer

# Autumn Term 1 2021

## Learning Chapter 1

### Story Writing



- By the end of this chapter I will be able to
- Write in clear, meaningful sentences using basic punctuation correctly
  - Include conjunctions in my sentences
  - Use adjectives to describe nouns
  - Use 'ly' words to begin a sentence
  - Write a variation of a well-known story based on a healthy eating theme

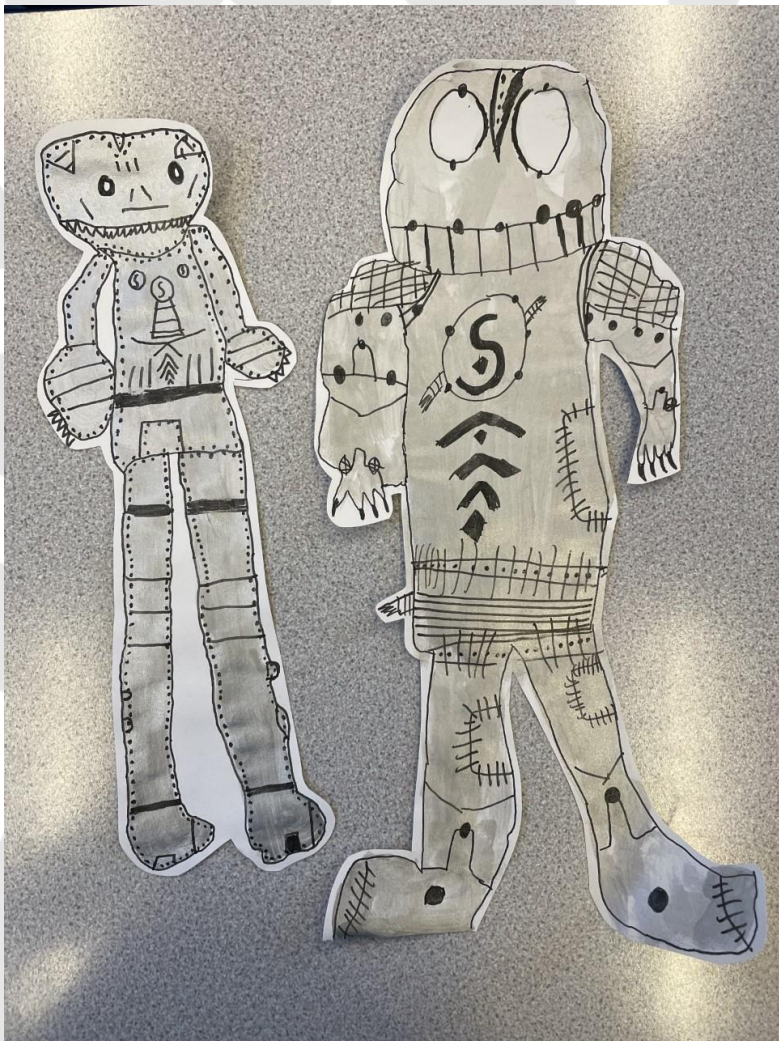
Tuesday 28th September 2021.

LO: I can write a story

Once upon <sup>time</sup> there was a little girl named Goldilocks. She had <sup>any</sup> brown hair and <sup>treats</sup> a dress <sup>of</sup> flowers. She never got <sup>of</sup> into chairs because how <sup>thrilling</sup> noisy she was. <sup>One</sup> One morning she was <sup>thrilling</sup> throwing her toys to the world because her mum wasn't there. <sup>time</sup> Then the bad blues so the other morning she <sup>didn't</sup> <sup>eat</sup> her fruit salad with yogurt. She said I want a cupcake with chocolate spread in the middle. But <sup>she</sup> <sup>didn't</sup> <sup>get</sup> it so <sup>she</sup> <sup>got</sup> the food <sup>at</sup> her mum's <sup>ran</sup> <sup>away</sup> <sup>✓</sup>

This is a brilliant start to your story Aimee!  
Very well done. 😊





Autumn 1 2021

## Place Value

**GREATWOOD COMMUNITY PRIMARY & NURSERY SCHOOL**

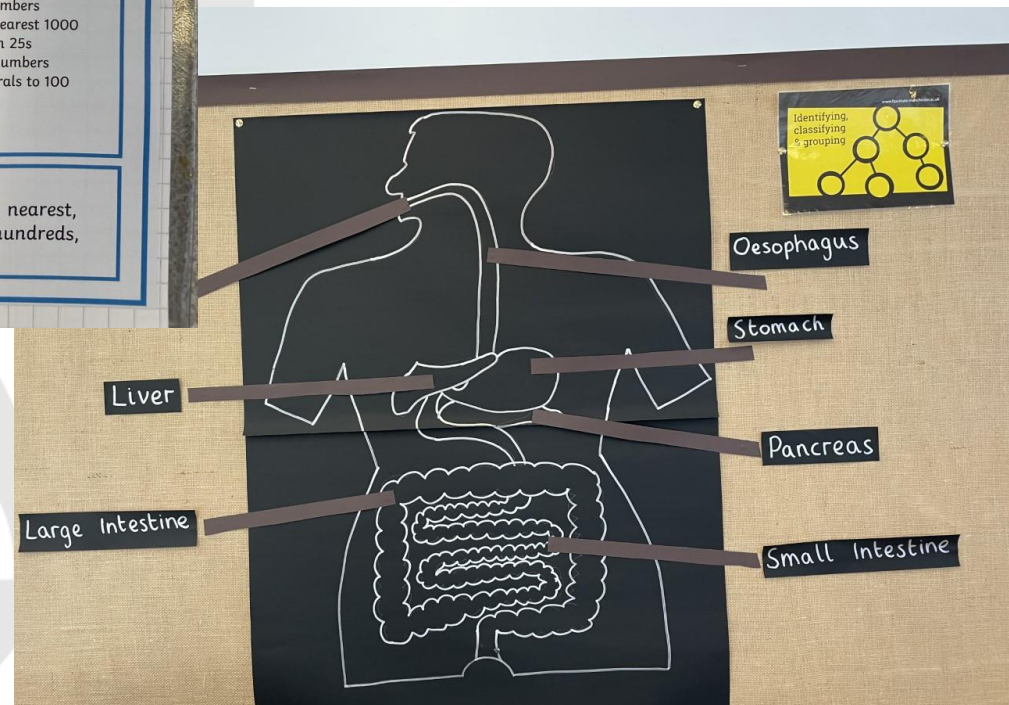
**What are we going to learn?**

- Represent numbers to 1000
  - 100s, 10s and 1s
- Number line to 1000
- Round to the nearest 10
- Round to the nearest 100
  - Count in 1000s
- 1000s, 100s, 10s and 1s
  - Partitioning
- Number line to 10,000
- Find 1, 10, 100 more or less
  - 1000 more or less
- Compare numbers

**What are we going to learn?**

- Number line to 10,000
- Find 1, 10, 100 more or less
  - 1000 more or less
- Compare numbers
  - Order numbers
- Round to the nearest 1000
  - Count in 25s
- Negative numbers
- Roman numerals to 100

**Key Vocabulary**  
 numbers, place value, number line, more, less, round, nearest, partitioning, compare, Roman Numerals, ones, tens, hundreds, thousands





# Protecting the Environment

## English Learning Chapter One



By the end of this chapter I will be able to:

- Write a poem about the environment
- Make predictions using images from the blurb
- Develop my inference, retrieval and skills
- Learn about rhyming couplets and of a poem
- Use similes metaphors and personification in my writing

There once was a city,  
All gloomy and dark.  
And most of it was broken,  
Including the park.

Everyone was horrible,  
Everyone was mean.  
No one was happy,  
No one was keen.

And then one knight,  
An old lady walking down,  
The street her bag was full,  
And I knew I was in for a treat.

I grabbed her bag,  
Using all my might.  
But she held on,  
And put up a fight.

To and fro we pulled,  
Until at last.  
We made a promise,  
To change your past.

We planted and planted,  
Until we had a blanket of green.  
Colours of the rainbow,  
Were to be seen.

City by city this went on,  
Strolling down every street.  
Then again on another day,  
An old lady I did meet.

The



Promise

A narrative poem written by

29.9.21

Were Anglo-Saxons times dark ages

Arguments against it being known as the Dark Ages

• They had good crafts-  
manship.

• People passed on stories  
through families.

• They help each other.

• They can plant crops  
and weave wool.

• They made amazing  
things out of gold and silver.

• Being Christian

Arguments in favour of it being known as the Dark Ages

• They could not build  
because they put all  
their energy into fighting.

• They couldn't read  
or write.

• They died out fairly  
quickly.



## Anglo Saxons

### Learning chapter one

In the next three weeks, you will ...

- Learn about Britain's settlement by Anglo-Saxons
- Develop a chronologically secure knowledge and understanding of British and world history
- Develop the appropriate use of historical terms
- Understand how our knowledge of the past is constructed from a range of sources
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Note connections, contrasts and trends over time





## Safeguarding at Greatwood

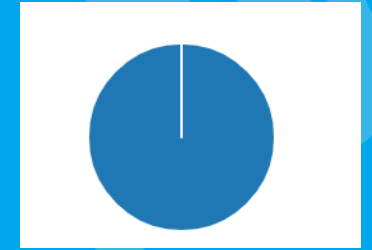
All Teaching, associate and trainee staff members have received in-depth safeguarding training from the NSPCC and have a certificate in safeguarding.





## Our KS2 children have taken part in a safeguarding survey (September 2021)

Do you feel safe at Greatwood? **100% of the children said that they always felt safe at Greatwood**



Who could you go to if you ever felt unsafe or worried?

All of the children who were asked knew that they could tell an adult and it would be dealt with.

**'tell an adult, any adult.'**

A teacher, any teacher.
Mrs Smith, Mrs Finch
I would tell a teacher. Probably the closest one near to me.
Mrs Smith
I could go to all of the teachers
the teachers. Probably my class teacher
I would tell a teacher, anyone nearby
I would go to my teacher or even one of my friends
I would tell a teacher
Mrs Smith Mrs Finch
I would go to Mr Finch





What things are in place to help us to stay safe at Greatwood?

### Responses

The new fences, The camera's, The teachers

gates, doors that only the adults can unlock on their fobs,

Teachers help us to keep safe, The new gates

The teachers, and our friends

The new gates around school.

You have to have a fob to get into school, The teachers help to keep you safe, We have cameras

We have the school rules and values, the Teachers keep you safe

The new gates and fences, the building, the fire doors have locks on





What things are in place to help us to stay safe at Greatwood?

### Responses

The new fences, The camera's, The teachers

gates, doors that only the adults can unlock on their fobs,

Teachers help us to keep safe, The new gates

The teachers, and our friends

The new gates around school.

You have to have a fob to get into school, The teachers help to keep you safe, We have cameras

We have the school rules and values, the Teachers keep you safe

The new gates and fences, the building, the fire doors have locks on





## Have you ever done any work on staying safe online at school? If so, what?

The teachers show us how to stay safe, we know how to send and receive safe emails. We have done this in computing.

Yes, we have. For example: Never tell your password to anyone, never give out your location, your address, you could give out your age, you wouldn't tell anyone your school. I once did something dumb on a game, I gave out my real name. But I wouldn't do that again!

We know that we shouldn't chat to strangers, if someone asks you who you are you wouldn't tell them about yourself.

I would stay safe online by not giving my password to anyone, I wouldn't let anyone else know what I was doing online, I wouldn't tell anyone who I was or where I live.

You never let anyone know your password, I wouldn't tell anyone my name, where I live or my school.



Has there ever been any racist incidents at Greatwood? If so, what were they and how were they dealt with?

their eyes. The children were told off and it was dealt with.  
Cameron Moorby Y5

I heard that time that some children were suspended. I felt that that was fair. I would have probably done the same!

Yes there has been, I don't know who it was. But someone was bullying others in school. The children were then given an exclusion as a punishment. Children who keep on being racist aren't welcome here.

No Libby Ryder Y6

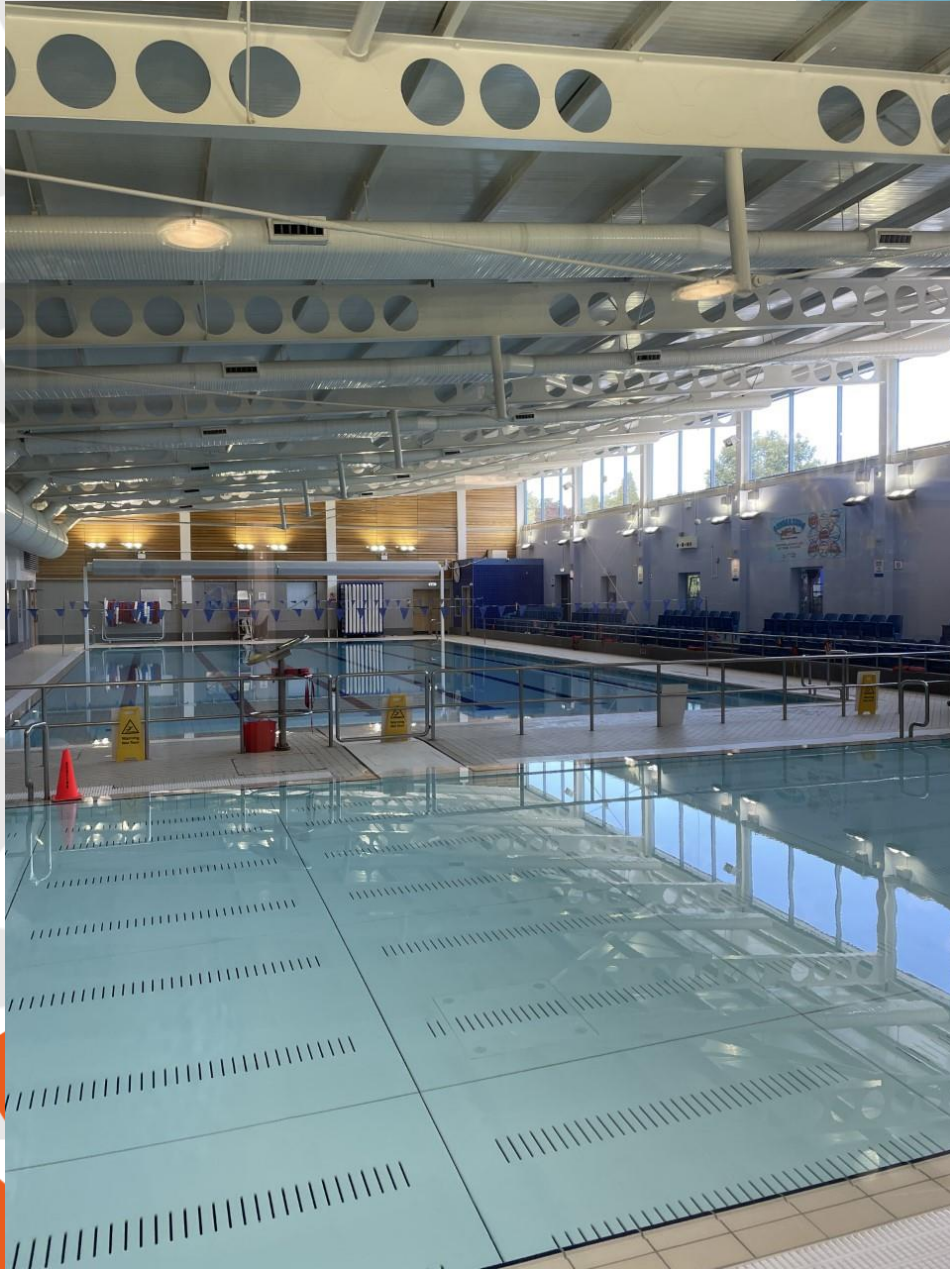
I think that there was a racist incident on whats app, we got the police into school to deal with the situation. Harry Allport Y6

I have heard of some people in school who have been taken out of school because they called a younger boy some bad names. I would say that the way that it was dealt with was very fair. Milev











## SCHOOL PRIORITIES 2021-2022



- Develop middle and senior leaders
- Introduce a Maths-Mastery curriculum
  - To improve the quality of teaching over time
  - To introduce a new approach to homework

