

Maple Class Parent Information Meeting

Teaching staff:

Monday, Tuesday, Wednesday, Friday – Mrs Lane

Thursday AM – Miss Course

Thursday pm – Mrs Chowdhry and French

Support Staff: Mrs Grant, Mrs Hickton, Mrs Attiq.



What do children need every day?

- Correct uniform
- Suitable school bag
- Coat
- Water bottle for classroom
- Reading journal and reading book
- PE Kit on their peg

NAME IT ALL



Timetable 8.45- 3.30

Howes Community Primary School											
Maple Timetable Autumn 2026											
Day	8.45 - 9.00	9.00 - 9.30	9.30 - 10.00	10.00 - 11.00	11.00 - 11.15	11.15 - 12.15	12.15 - 1.10	1.15 - 1.30	1.30 - 2.15	2.15 - 3.15	3.15 - 3.30
Monday	Register Spelling Letter Formation	Assembly	Times tables	English	B R E A K	Maths	L U N C H	Number	PE (Indoor)	Geography /History	Story
Tuesday	Register Spelling Letter Formation	Reading Fluency	Oral Compositio n	English		Maths Fluency		Number	Music	Art/DT	Story
Wednesda y	Register Spelling Letter Formation	Reading Fluency	Spelling	English		Maths		Number	Science		Library
Thursday (am -CC)	Register Spelling Letter Formation	Reading Fluency	PSHE	Spelling		Maths			Computing (PPA)	MFL (PPA)	
Friday	Register Spelling Letter Formation	Assembly	Active Maths	English		Maths		Number	RE	PE (Outdoor)	Thunk



P.E.

PE Days are Monday (indoor) and Friday (outdoor)

ALL Children MUST have the correct kit:

- Plain white t-shirt
- Plain black shorts/joggers
- Black hoodie
- Suitable trainers – must be a change of shoes

All kit to be kept in a separate bag which stays in school all half term.

If children do after school clubs they will need separate kit for this which they can then go home in.



Homework

Every week:

Reading – children should aim to read at home for approximately 10 minutes every day. They should record the reading (eg book title/page numbers completed) in their journal.

Maths – TT Rockstars – we will check this once a week on a Monday

Spelling – Games on spelling shed to practice weekly spellings – Friday

Other subjects: Termly 'I Choose' homework – grid of activities linked to English text and Topic. Children choose at least 3 activities and complete these over the half term. To be completed in homework book.

Children present their homework to the class at the end of every term in a “show and tell” presentation session.

Thunk Time – a conversational sticker every Friday



Useful Websites



www.spellingshed.com

<https://play.ttrockstars.com/>



www.spag.com

<https://play.prodigygame.com/>



<https://readtheory.org>

<https://bit.ly/2jVtm6N>



Curriculum

Maple Year Three	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	Friendship	Respect	Integrity	Equality	Nurture	Determination
British Value SMSC	Social skills	Empathy	Motivation	Self-awareness	Cultural-Social skills	Managing feelings
Global Focus	Our Local Area	Black History Month	Global Awareness	Climate Change	Aspirations & Inspirations	Celebrations
Celebrations	Diwali Macmillan Coffee Morning	Remembrance Day Christmas Anti-Bullying Children In Need	Chinese New Year Safer Internet Day Red Nose Day	Easter Science Week World Book Day Holi Festival	Eid Deaf Awareness Week Menta Health Awareness	Sporting Achievements School Awards
Reading Spine	I hate/love books Leon and the place between	Sheep Pig	Traditional tales/ Alternative	Macavity Coming to England	The Boy who Grew Dragons	Mis-summer Night's Dream
English	Setting description	Magazine Article Email	Re-tell narrative Alternative ending	Performance poetry	Information Leaflet	Character & Setting description with

Be the best that you can be!



Curriculum

	Adventure Story Fantasy narrative Persuasive poster	News broadcast	Persuasive Letter	Innovative poetry	Instructions Recount	Dialogue Recount
Maths	Place value Addition and subtraction	Multiplication and Division (A)	Multiplication and division (B) Length Perimeter	Fractions (A) Mass and capacity	Fractions (B) Money Time	Shape Statistics
Science	Scientific Enquiry	Animals including humans – nutrition; skeletons and muscles.	Rocks – properties; fossils.	Plants – functions of parts of a plant; life and growth; flower life cycle.	Light – light to see; reflection; sun dangerous; shadows.	Forces and magnets – move on different surfaces, magnetism.
Art	Prehistoric Paintings		Growing Artists	Abstract Shape and Space		Ancient Egyptian Scrolls
Computing	Computing Systems and Networks Online Safety Lesson 1	Programming Scratch Online Safety Lesson 2	Computing Systems and Networks Emailing Online Safety Lesson 3	Computing Systems and Networks Journey inside a Computer Online Safety Lesson 4	Creating Media Video Trailers Online Safety Lesson 5	Data Handling Comparison Cards Databases
Design Technology	Pneumatic Toys	Wearable Technology	Electric Posters	Constructing a Castle	Egyptian Collars	Eating Seasonally
Geography		Why do people live near volcanoes?		Who lives in Antarctica?		Are all settlements the same?



Curriculum

History	Would you prefer to live in the stone/iron/bronze age?		Why did the Romans settle in Britain?		What did the Ancient Egyptians believe?	
MFL	Greetings Numbers 1-12 Phonics Giving your age Classroom instructions	Phonics Do you have? Pencil case items and questions Christmas Christmas song	Classroom language Animals & Colours Describing pictures	Animal and colour songs and stories Brown Bear	The Hungry Caterpillar Fruit from the story Days of the Week Food from the story Re-tell the story	The Hungry Caterpillar Make a butterfly Snack food Café ordering/role play
Music	Let your spirit fly	Glockenspiel 1	3 Little Birds	The Dragon Song	Bringing us together	Reflect, rewind & replay
PE	Dance Football	Gymnastics Handball	Gymnastics Tennis	Volleyball Cricket	Swimming OAA	Swimming Athletic
RE	What makes us human? <i>How are religions and worlds views shaped and expressed through art and architecture</i>	Where do we get our morals from? <i>How might your worldview lead you to do hard things for good reasons?</i> Christmas Why do many Christians think	Is scripture central to religion? <i>How are religions and worldviews shaped and expressed through art and architecture?</i>	What happens if we do wrong? <i>How might your worldview lead you to do hard things for good reasons?</i> Easter	Why is water symbolic? <i>Why are nature and the seasons significant for religion and worldviews?</i>	Why is fire used ceremonially? <i>How are religions and worldviews shaped and expressed through art and architecture?</i>



Curriculum

Long Term Plan 2020-2021

		that Christmas is good news? <i>How might your worldview lead you to do hard things for good reasons?</i>		What can Easter teach about forgiveness? <i>What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?)</i>		
Well-Being (PSHE/RSE)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me



Educational Visits

- ▶ December 2026 – Pantomime
- ▶ 2.3.27 – Warwick Castle – DT building a castle.
- ▶ 11.5.27 – Ashmolean Museum – Ancient Egyptians.

- ▶ Information regarding a payment plan will be emailed out shortly



Assessment

- ▶ End of each term assessment.
- ▶ SPAG
- ▶ Reading
- ▶ Maths (arithmetic)
- ▶ Maths (reasoning).



School Values

Friendship

Respect

Integrity

Equality

Nurture

Determination



Howes' School Values



Respect

Respect is being kind to everyone and treating everyone how you would want to be treated yourself.

Friendship

Friendship is playing with each other, being kind, listening and having fun.



Integrity

Integrity is being honest and doing the right thing all of the time just because you know it is right.

Determination

Determination is never giving up. Striving to always be the best that you can be in everything that you do.

FRIEND

Nurture

Nurture is being caring and looking after one another; making sure that everyone feels happy and safe.

Equality

Equality is treating people the same but knowing that everyone is different.



Be Howes.....



Be Kind

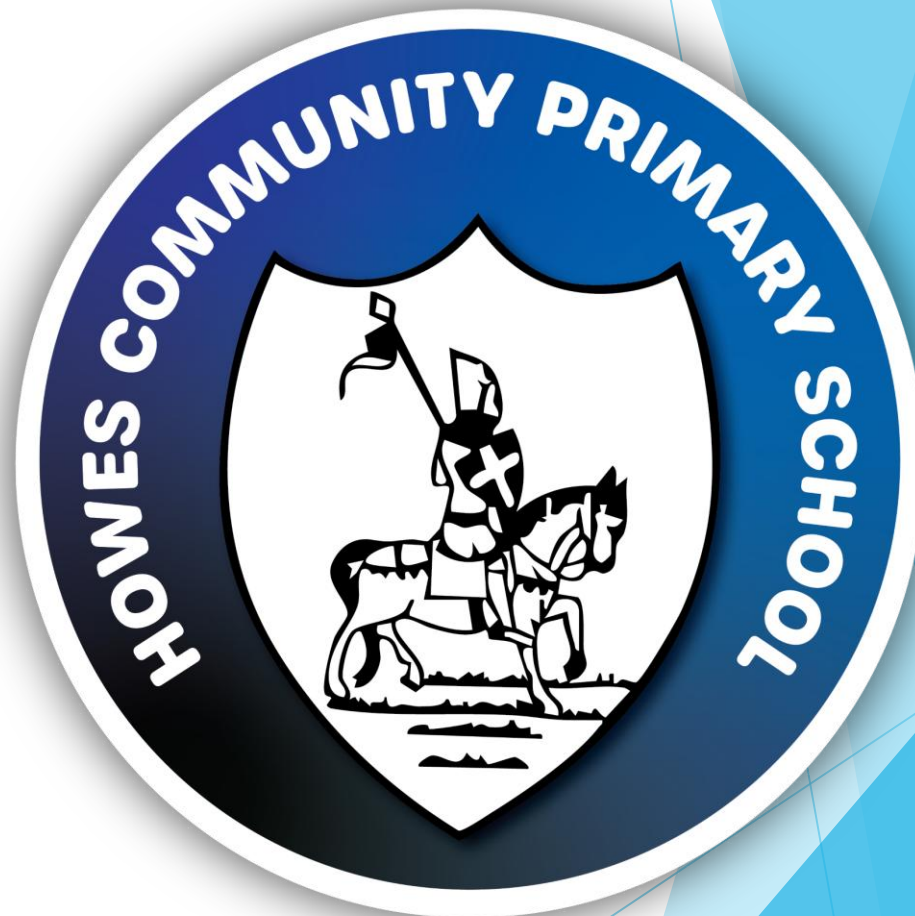


Be Safe



Be Ready

Belong!





What we expect from pupils.

- **Be Kind, Be Safe, Be Ready**
- **Demonstrate good manners** by speaking and acting with politeness and having consideration for others.
- **Be respectful, thoughtful, and empathetic** towards peers, staff, and the wider community.
- **Be helpful and co-operative** supporting others and contributing positively in all settings.
- **Display our school values:** Friendship, Respect, Integrity, Equality, Nurture, Determination
- **Try their best** in everything they do
- **Be prepared for the next step** by developing independence and readiness for future transitions.
- **Be resilient, brave, and courageous Learners** by embracing new experiences and recovering from setbacks.
- **Face challenges positively** having a positive growth mindset and seeking appropriate support when needed.
- **Act as ambassadors for the school** by representing the school proudly and responsibly.
- **Communicate emotions effectively** by identifying and expressing feelings in a healthy way.
- **Show honesty and forgiveness** by owning up to mistakes and being willing to move forward.
- **Be empowered and ambitious** by believe in our own potential and meeting the school's high expectations.
- **Make informed choices** by thinking critically and making decisions that reflect the school values.



What we expect from parents/carers.

- **Work in partnership with the school** by supporting their child's academic, social, and emotional development.
- **Communicate effectively and respectfully** with school staff to foster positive relationships.
- **Attend scheduled meetings**, including parent evenings and review meetings, to stay informed about their child's progress.
- **Ensure their child attends school regularly and on time** by promoting good attendance and punctuality.
- **Support the school in modelling respectful, polite, and positive relationships**, both at home and in the community.
- **Support and uphold the school's rules, values, and behaviour policies** by reinforcing them consistently at home.

Rewards

- ▶ Verbal praise
- ▶ Children receive whole school and class rewards for going over and above.
- ▶ House points are for showing our school values.
- ▶ Achievement assembly certificates.
- ▶ Recognition board.

Over and
above...

At Howes
we ...

Be Howes ...



Finding it difficult

When conflict or tension arises...

Traditional	Restorative
Focus is on • Rule broken • Blame or guilt • Adversarial • Punish to deter • Impersonal • Affected ignored • Accountability is to be punished What happened? Who is to blame? What punishment is needed?	Focus on • Harm done • Problem solving • Dialogue & negotiation • Restitution/reparation • Interpersonal approach • Empowerment • Accountability is to put things right What happened? What harm has resulted? What needs to happen to make things better?



OPAL

Outdoor Play and Learning

We want playtimes to be amazing every day!

We want to make playtimes better so that children can...

- Be creative and use your imagination
- Build amazing things
- Move your body in lots of different ways
- Learn how to take risks safely
- Make new friendships
- Discover new things
- Explore the world around you



Map

Zones will open and close

Howes Community Primary School Quick Wins Plan



Zones are only open and READY when a member of the play team is there

Thank You -
At Howes we have an
open-door policy. If
you need anything,
please ask.