



Stoke Fleming School

'Twenty Years from now you will be more disappointed by the things that you didn't do than by the ones you did do.

So throw off the bowlines. Sail away from the safe harbour. Catch the trade winds in your sails.'

Explore, Dream, Discover.

Mark Twain



EDUCATION
SOUTH WEST



Vision, Values and Mission

Our vision: Set sail in the world

Our Values: Considerate, Confident,
Creative and Cultured

Our mission: Our 'uncharted curriculum'
inspires everyone to explore, dream and
discover the world around us

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Welcome to Phase Three

Class Discovery: Year 4/5

Mrs Taylor- all week (Mr Hensby - Weds AM)

Miss Williams - Mon, Tues, Thurs, Fri

Mrs Weedon- Mon AM & Tues AM

Mrs Cranfield - Weds PM, Thurs (shared)

Ms Garlik- Weds

Mrs Abraham- Fri



Welcome to Phase Three

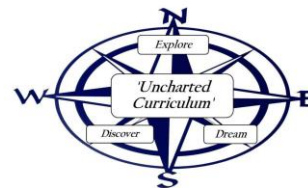
Class Endeavour: Year 5/6

Mrs Hall - Tues, Weds, Thurs

Mrs Walker- Mon & Fri

Mr Sullivan - Weds PM

Mrs Cranfield - Mon, Tues, Weds, Thurs
(shared)



Safeguarding our pupils

Stoke Fleming Primary School is fully committed to its responsibilities for safeguarding and promoting the welfare of all children under Section 175 of the 2002 Education Act and under the Children Act 2004 and the DfE guidance Working Together to Safeguard Children 2018.

If you have an urgent safeguarding concern contact MASH (Multi Agency Safeguarding Hub) on 0345 155 1071 or email mashsecure@devon.gcsx.gov.uk

Otherwise please seek advice from:

Safeguarding Team: Mrs Hall, Mrs Baraclough, Mr Girardot

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Routines - Morning and Afternoon drop off and collection.

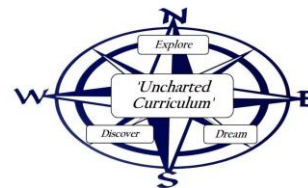
- ▶ Teachers are on the playground from 8:30 when the gates are open - Parents and pupils must not enter the school building at this time.
- ▶ Classes line up to come in at 8:40
- ▶ Parents must leave through the side gate NOT through the school. If you need to go to the office please come back in through the main entrance.
- ▶ Teachers will be on the playground with pupils at 3:05, if someone different is collecting you must let the school know.

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Routines and expectations

- ▶ School uniform - (This can be found in community cove)
 - School jumper/ green cardigan.
 - White polo shirt
 - Grey/black shorts, skirt, trousers.
 - Black school shoes (Not black trainers)
- ▶ Adventure school is on Pupils must bring: trousers, long sleeved top/ jumper, waterproofs, wellies/ suitable footwear
- ▶ PE - Pupils must have: plain white shirt, plain black shorts, plain tracksuit for winter and trainers. This must be kept in school all week.



Expectations - we all have high expectations of ourselves at Stoke Fleming

- ▶ Attendance- pupils must be in school every day. Parents must contact the office if your child is ill. The school targets at least 96% Attendance for all pupils.
- ▶ Behaviour- It is essential that Pupils at Stoke Fleming School understand what is meant by good behaviour and that the rules we expect them to follow are clear and understandable. As such we believe all members of the school community should aspire to values we hold as a school:

Considerate, Confident, Creative and Cultured

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Curriculum - We offer a broad, balanced and enriching curriculum at Stoke Fleming

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child, at Stoke Fleming we have taken the guidance of the national curriculum and are constantly developing our practice to provide and exciting, enriching and inspiring learning opportunities. This is rooted in our 'Uncharted Curriculum' where we live our Vision, Values and Mission

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Learning Checklist

History/PSHE/RE

- Be able to find out about aspects of the past from a range of sources
- Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied
- Be able to describe how the history of one country affects that of another
- Be able to place the events, people and changes in the periods they have studied into a chronological framework
- Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups
- Be able to identify ways in which people work together for mutual benefit
- Understand their own responsibilities in the groups to which they belong
- Understand the responsibilities of others in those groups and in the wider community
- Understand that the way in which people fulfil their responsibilities affects the lives of others
- Understand that the behaviour of individuals has an effect on the lives of others

PE/Adventure School

PE will take place twice weekly & Adventure School- once.

PE AND ADVENTURE SCHOOLS KITS MUST BE IN SCHOOL ALL WEEK.

Art/DT

Natural Disaster artwork through variety of mediums.



Science

Through working scientifically, children will be able to:

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Moving People

Key Questions

1. How does geography affect migrant's travel? **ROM**
2. Is migration good for Britain? **JPE**
3. What is the effect of natural disasters on migration? **GTA**
4. How are migrants' rights affected with travel? **AWY**
5. How are journeys impacted by religion? **HWA**

English Outcomes

1. Diary entry
2. Non-Chronological Report
3. Newspaper Article
4. Persuasive Writing
5. Information text tracking a journey

Maths

There will be a focus on number and place value, then we will explore addition, subtraction, multiplication and division.

Computing

Word processing- using formatting tools, spellcheck, page layout and inserting tables and hyperlinks.

French

Transport & travel focused
Present ideas orally
Simple verb agreements

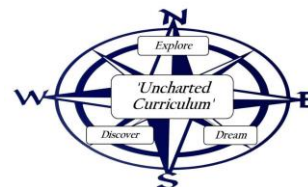
Learning Checklist

Geography

- Know that the study of geography is concerned with places and environments in the world around them
- Know about the main physical and human features and environmental issues in particular localities
- Know about similarities and differences between particular localities
- Know how people affect the environment
- Be able to enquire into geographical factors and their effects on people's lives
- Be able to use a variety of sources to gather geographical information
- Be able to collect and record evidence to answer geographical questions
- Be able to identify geographical patterns and to use their knowledge and understanding to explain them
- Be able to use appropriate techniques to gather information
- Be able to make plans and maps in a variety of scales using symbols and keys
- Be able to use and interpret globes and maps in a variety of scales
- Be able to use maps in a variety of scales to locate the position and geographical features of the host country and town, their home country and town, other countries and towns in which they and their peers have lived
- Be able to explain how places are linked through movement of goods and people.



Home Learning



These activities are specifically designed to be flexible so if children attend evening classes for music, dancing, gymnastics etc., or attend Cubs or Brownies, there is no need to complete rigorous tasks on these evenings. Spending time as a family playing games and having fun together is essential. We do not this time to be eroded away by everyone being too busy!

<p>PHASE THREE HOME LEARNING</p>	
<p>My Spellings this week:</p>	<p>My times tables this week:</p>
<p>Home learning MUST be evidenced in homework books. Children in Phase 3 are given lots of opportunity to read in school; however, it is expected that they read outside of school in addition to this. Class teachers are tracking what they are reading and how much per day. Please encourage your child to read as often as you can.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> </div> <p>Mrs Taylor & Mrs Walker</p>	

If your child would like to complete their own research projects, diaries, journals or anything else at home we would of course welcome these and will enjoy sharing them with the rest of the class.

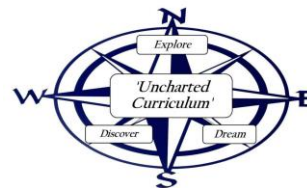
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If children are worried or upset.

If a child is unhappy we encourage them to speak out about it by:

- Talking to a friend
- Raising an issue in circle time
- Talking to a member of staff on duty
- Talking to class teacher
- Putting a note in the class worry tin (this will be seen by the class teacher)



Parent Concerns

As a school we endeavour to provide as many opportunities as possible to keep parents and carers up to date with information and this is done in the following ways:

Newsletter, Letters, Texts, Group e-mail, Facebook

<https://www.facebook.com/Stoke-Fleming-Primary-School>, Website

<https://www.stokeflemingprimary.org.uk/> Phone calls

If parents and carers need to speak to their child's teacher or a member of staff they can do so in the following ways:

- ⇒ Between 8:30 and 8:40 in the morning or at 3:05 at the end of the day
- ⇒ Arrange a meeting through the office or at the above times with the teacher
- ⇒ E-mail parent@stokeflemingprimary.org.uk (Please do not e-mail staff directly as these may be missed and subsequently may not be responded to)

In the event of any issues or concerns these must firstly be raised with the class teacher, subsequently the phase leader/ Senior Teacher—(Mrs Yeo/Mrs Barraclough—EYFS, Mrs Harris—Y1,2,3 or Mrs Hall—Y4,5,6) and finally the Head Teacher Mr Girardot.

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Question time ?

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