

Our Teachers



Mrs Bartlett



Mrs Talley

Newbridge Primary School

To start the day:

All pupils need to be in the classroom by 8:55am.

If for any reason you are late bringing your child to school, you must proceed to the office and sign them in.

If your child is ill, you must contact the office on each day of absence.

Remember that if someone else is collecting your child, please contact the School Office.

Our Teaching

Assistants



Mrs Watts



Mrs Milne

Forest School & PE

Forest School on Tuesday
P.E on Tuesday and Thursday

Equipment needed each day:

- A named, filled, water bottle.
- Book bag and reading book.
- PE kit, coat, uniform in line with the school dress code.
- Packed lunch (if your child usually has one)

Home Learning

- Spellings – daily practice using doodle spell
- Maths – doodle maths and completing extras
- Practising times tables to 12 x 12
- Reading 3x weekly for 20 minutes

MFL

- I can learn about French traditions and take part in carnival celebrations
- I can say and write some numbers 1 – 15
- I can ask and answer how old are you?
- I can take part in a simple dialogue using simple questions
- I can read and write dates in French
- I can understand and use Easter vocabulary

English

- Writing to persuade:** Advert for a Roman villa
Writing to entertain: Leaflet on an aspect of the Roman Baths
Writing to entertain: Roman Gods Myth Narrative
- I can use persuasive language
 - I can use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause
 - I can write extended sentences using conjunctions, adverbial phrases and noun phrases
 - I can independently use a possessive apostrophe
 - I can use an apostrophe for contraction.

Art

- I can compare the characteristics of ceramic work by ceramists.
- I can confidently use a wide range of clay tools and objects for making marks/patterns.
- I can adjust and develop a basic pinch pot shape to make the head of a creature/character.
- I can use techniques learned in previous years such as attaching with slip, rolling out clay and cutting to make features etc.
- I can draw a plan for my model face on and in profile and

History

- I can explain why and how the Romans invaded Britain.
- I know that Celts were living in Britain at the time of the Roman invasion.
- I can describe what life was like in Celtic Britain.
- I can describe the events surrounding Boudicca's revolt.
- I can describe some of the technological advances that the Romans brought to Britain.
- I can suggest how Britain might be different today if the Romans had never invaded.

Science

- I can describe the simple functions of the basic parts of the digestive system in humans.
- I can identify the different types of teeth in humans and their simple functions.
- I can construct and interpret a variety of food chains, identifying producers, predators and prey.

PSHE

- I can recognise how different friendship groups are formed, how I fit in to them and the friends I value most.
- I can recognise the changing dynamics of different people in different groups, see who takes on what role, e.g. a leader, follower etc and I understand the role I take in different situations
- I understand the facts about smoking and its effect on health and some of the reasons why people start to smoke.
- I understand the facts about alcohol and its effect on health, particularly the liver and understand some of the reasons why people drink alcohol
- I understand when people are putting me under pressure and can explain ways to resist this when I want

Maths

- Understand the whole
- Count beyond 1
- Partition a mixed number
- Number lines with mixed numbers
- Compare and order mixed numbers
- Understand improper fractions
- Convert mixed numbers to improper fractions
- Equivalent fractions on a number line
- Add two or more fractions
- Add fractions and mixed numbers
- Subtract two fractions
- Subtract from whole amounts
- Subtract from mixed numbers

PE (Fitness)

- Invasion games
Basketball
- I can develop the attacking skill of dribbling.
 - I can use protective dribbling against an opponent.
 - I can develop the bounce and chest pass and begin to recognise when to use them.
 - I can develop tracking and defending an opponent.
 - I can develop the technique for the set shot.
 - I can apply the skills, rules and tactics you have

Music

- I can recognise elements of music that establish mood/character. I can create a mood/scene with different instruments.
- I can talk about the effect of different sounds.

Curriculum Support

- Handwriting
- Pre teaching of key maths skills
- Sound Discovery
- Word Blaze
- 1:1 reading support
- Flexible group maths support

R.E.

- Focus: Easter**
Is forgiveness always possible for Christians?
- I can talk about what sort of help I will need to show forgiveness.
 - I can describe what a Christian might learn about forgiveness in a biblical context.
 - I can understand how Christians believe how God can help them show forgiveness.

Newbridge Journey

- Our enquiry is:** How does the past affect us?
This means we will be learning about: Daily Roman life and their religion.
The life of ordinary Romans.
The stories of Roman religion gods and goddess
The key skills we will be developing are:
- I can build positive relationships.
 - I can keep myself healthy and safe including

Computing

- I can demonstrate an understanding of computer networks including the internet;
- how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively,
- appreciate how results are selected and ranked, and be discerning in evaluating digital content.

D&T

- I can identify seasonal food for Britain.
- I understand that some seasonal fruits are suited to the climate and weather conditions in Britain.
- I know why certain foods are available all year round in Britain?
- I know why some foods in Britain are only in season for a short time
- I can use a variety of techniques to bake cakes safely and hygienically
- I can explain how fruits are preserved
- I know why vegetables form an important part of a balanced diet
- I can identify when some vegetables are in season.
- I can name food products that come from animals
- I can understand why some meat is not in season all year round

British Values

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.