



Welcome to Saplings



Parent and Carer's Meeting



Mission Statement

SUCCESS FOR ALL

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for their life long learning in order to become confident, valuable members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued. Learning is motivating and independence is encouraged hence all become reflective, self learning team members with a positive sense of well being and a love of learning.



Saplings Staff

Saplings 1

Mrs Fennell
(Assistant head, ARP
Manager & SENCo)



Mrs Miah



Saplings 2

Ms Cole



Ms Beety (Mon-Thurs)



Mrs Shah (Fri)





Daily Routines

Saplings children go to their classes first to register.

Saplings children then have phonics or guided reading between 9.00-9.40am.

ATTENDANCE IS IMPORTANT FOR YOUR CHILD

If your child is not well and will not be coming to school please inform the school office, please do not use Class Dojo for absence messages

Children have a mid morning break from 10.20 – 10.35 (KS1) and 11.00 – 11.15 (KS2)

They can eat their fruit during this time.

Lunch is at 11.50 (KS1 Yrs 1-2) 12.15pm (KS2 Yrs 3, 4)
12.30 (KS2 Yrs 5,6)



Our Morning Playtime



Area outside classrooms

Saplings Morning Playtime


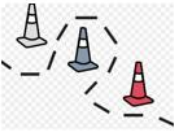





Monday	Tuesday	Wednesday	Thursday	Friday
				
Skateboards	Scooters	Hopscotch and Cones	Skateboards	Scooters

Fruit time is outside during play and pupils sit on a seat or bench to eat it.

While on skateboards or scooters we teach the about directions (where to start/ finish).

Main playground area

Monday	Tuesday	Wednesday	Thursday	Friday
				
Group Games	Activity Course	Cricket	Group Games	Basketball

If pupils want to play with their mainstream peers, they can, unless there are behaviours which need to be worked on.

Every term our ball games change, so pupils will have a chance to take part in cricket, basketball and badminton.



Reminders

Please make sure ALL clothing, lunch boxes and water bottles are named. Please send your child with a water bottle every day.

Leave from school will not be granted unless there are very exceptional Circumstances, this will be considered by Mrs Graham, the Head Teacher. Request for absence forms are available at the school office.

Please try wherever possible to arrange medical appointments outside of school time.

Remember to provide the school with any change(s) of address and phone number(s). This is vital in case we need to contact you in an emergency.

Only doctor prescribed medicines can be given at school. A form provided by welfare must be completed. If your child is asthmatic or has another medical condition they will be given a yellow medical bag to use while at school.



Visual Environment

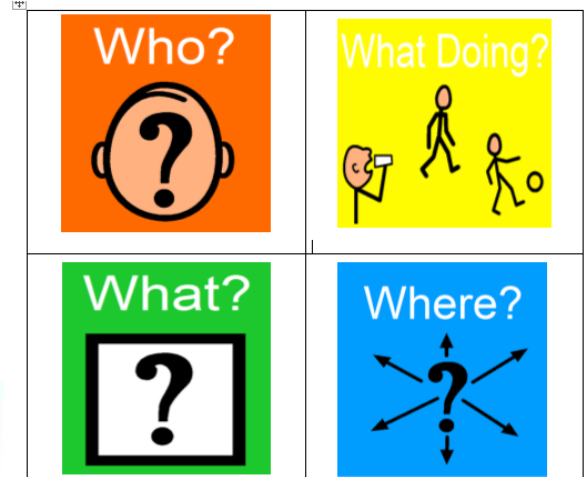
To support all children in Saplings, a range of visuals are used



Now



Next








Have I got my.....

1. Yellow bag 
2. Wrist band 
3. Coat 
4. Water bottle 
5. Lunch bag 





Visual Environment

	1 2 3		c / a / t		C ●		
Think of a sentence	Count the words in the sentence	Say the word	Segment (break up) the sounds	Write the sounds in order	Use a capital letter and full stop	Use finger spaces	Read back your writing



Shape Coding
by Susan Ebbeles *

Who? What? (Oval shape)

Who? What? (Rectangle shape)

What doing? (Hexagon shape)

Who? What? (Diamond shape)

What like? How feel? (Cloud shape)

Where? (Semi-circle shape)

When? (Triangle shape)

How? (Arrow shape)

Why? (Chevron shape)





Speech and Language Therapy



Shauna

Shauna Cooney is our allocated speech and language therapist. Shauna's allocated day for Earlsmead school is Tuesday.

Across the week in Saplings the children who are under speech and language work on their targets.



Behaviour

We are continuing to use Class Dojo to involve parent/carers in this aspect of your child's school life.

Children are encouraged to follow the class and school rules to earn points which then lead to a Bronze, Silver or Gold certificate, given by Mrs Graham.

Sanctions are given in the rare instance of poor behaviour. Children are given a warning before they lose any Dojo points.



Behaviour

Every class has their own 'Class Charter'. Here is an example from Saplings 1

Saplings Class Charter

We will



1. Listen to each other



2. Look after our resources



3. Sit on our chairs



4. Use calm voices



5. Put our hand up to ask
and answer questions



6. Give each other space



7. Keep our hands to ourselves and
our own belongings



8. Walk in a quiet and calm
manner in and outside Saplings 1



9. Be kind to one
another



10. Wash our hands



All these help us move up







the ladder





Saplings 1 Writing Units









Autumn	Spring	Summer
<p data-bbox="98 489 311 511">WHERE THE WILD THINGS ARE</p>  <p data-bbox="98 668 305 684">STORY AND PICTURES BY MAURICE SENDAK</p> <p data-bbox="83 726 365 805">Where the Wild Things Are by Maurice Sendak Weisner</p> <p data-bbox="407 505 527 529">Book Week</p>  <p data-bbox="432 726 529 781">Tuesday by David</p>	 <p data-bbox="705 722 1025 775">Hermelin: The Detective Mouse By Mini Grey</p>	 <p data-bbox="1265 719 1522 772">The Secret of Black Rock by Joe Todd-Stanton</p>
<p data-bbox="193 979 484 1033">Narrative: A Portal Story Purpose: To narrate</p> <p data-bbox="193 1066 484 1120">Information: Wild Things Purpose: To inform</p>	<p data-bbox="705 982 1025 1036">Narrative: A Detective Story Purpose: To narrate</p> <p data-bbox="749 1069 981 1123">Recount: Letters Purpose: To recount</p>	<p data-bbox="1242 982 1537 1036">Narrative: A Return Story Purpose: To narrate</p> <p data-bbox="1277 1069 1508 1123">Recount: Postcards Purpose: To recount</p>





Saplings 2 Writing Units



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Tuesday David Weisner</p>	 <p>Wild Emily Hughes</p>	 <p>Orion and the Dark Emma Yarlett</p>	 <p>The Flower John Light</p>	<p>Literacy Shed Video The Present</p> 	 <p>Leon and the Place Between Angela McAllister</p> <p>Ready Steady Write Unit</p>
Fiction Outcomes	Fiction Outcomes	Fiction Outcomes	Fiction Outcomes	Fiction Outcomes	Fiction Outcomes
<ul style="list-style-type: none"> - Retell the story in more detail -Setting Description -Character descriptions 	<ul style="list-style-type: none"> -Character Description -Setting descriptions -Thought bubbles/ Writing in role 	<ul style="list-style-type: none"> - Retell part of story with added detail and dialogue - Poem based on The Sound Collector 	<ul style="list-style-type: none"> -Retell story with added detail and dialogue - Setting description 	<ul style="list-style-type: none"> - Retell story with added detail and dialogue - Setting description -Thought bubbles/ Writing in role 	<ul style="list-style-type: none"> - Portal Narrative -Setting description -Thought bubbles/diary entry -Own version fantasy narrative
Non-Fiction Outcomes	Non-Fiction Outcomes	Non-Fiction Outcomes	Non-Fiction Outcomes	Non-Fiction Outcomes	Non-Fiction Outcomes
<ul style="list-style-type: none"> - Non-chronological report -Diary Entry -Information report about frogs 	<ul style="list-style-type: none"> -Letter writing -Article 	<ul style="list-style-type: none"> - Instructions – How to make a shadow puppet - Recount of any event, visit, experience 	<ul style="list-style-type: none"> -Life cycle of a plant -Recount of any trip, event, experience -Fact file on plant/flower (Could be presented as a poster linked to ICT) - Persuasive letter 	<ul style="list-style-type: none"> -Dialogue -Information report about dogs -Interview (questions and answers) 	<ul style="list-style-type: none"> -Persuasive Magic Show Report -Persuasive poster





Saplings 1 Maths Units

Autumn	Spring	Summer
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Saplings 1 Maths	EYFS <ul style="list-style-type: none">CountingMatching and sortingComparing amountsRepresent, compare, and compose 1,2,3Representing numbers to 51 more, 1 lessComparing size, mass and capacityExploring patternsCircle and trianglesPositional languageShapes with 4 sidesTime	Year 1 <ul style="list-style-type: none">Place Value within 10Addition and subtraction within 10Subtraction within 10Geometry- shape	EYFS <ul style="list-style-type: none">Introduce zeroRepresent, compare, and compose 4 to 8Combining 2 numbersMaking pairsCounting to 10	Year 1 <ul style="list-style-type: none">Place value within 20Addition and subtraction within 20Place value within 50Length and heightMass and volume	EYFS <ul style="list-style-type: none">Counting and building numbers beyond 10Adding moreTaking awayDoublingSharingOdd and evenPatternsSpatial reasoningMatch, rotate, manipulateVisualise and buildMapping	Year 1 <ul style="list-style-type: none">Multiplication and divisionFractionsGeometry- position and directionPlace value within 100Measurement: Money-including adding 2, 5 and 10p coinsMeasurement: TimeConsolidation
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Saplings 2 Maths Units

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value FREE TRIAL		see trial	Number Addition and subtraction			Number Multiplication and division A					
Spring	Number Multiplication and division B		Measurement Length and perimeter		Number Fractions A			Measurement Mass and capacity				
Summer	Number Fractions B	Measurement Money	Measurement Time		Geometry Shape		Statistics			Consolidation		

You will be given a curriculum newsletter to help you to support your child at home. You will be given one of these each half term to keep you updated on what your child is learning.

Year 2

ENGLISH

WHERE THE WILD THINGS ARE



Where the Wild Things Are
By Maurice Sendak

Speaking and Listening

- Ask and answer 'wh' questions (who, what, when, where, why, how)
- Structure language using (first, next, then, last)
- Give an opinion with a reason and listen to others opinions
- Recall information

Reading

- Make predictions about possible events. Use prior knowledge and reading experiences to understand texts.
- Ask questions to clarify understanding.
- Find favourite words and phrases.
- Retell stories with the key events in the correct sequence.
- Use of inference skills


Writing including Grammar

- Form lower case and capital letters correctly
- Write ascenders/ descenders correctly.
- Spell using the phonemes/ high frequency words we have learnt
- Orally rehearse what they want to write.
- Use taught structure (first, next, then, last)
- Clear spacing and on the line
- Use noun phrases within writing
- Use adjectives within writing
- Use conjunctions within writing

MATHEMATICS

- Place value within 10
- Addition and subtraction within 10
- Shape (2D and 3D)

GEOGRAPHY



Would you prefer to live in a hot or cold place?

- > Name and locate the seven continents on a world map and hot or cold countries.
- > Locate the Equator on a world map.
- > Describe some similarities and differences between the UK and Kenya.
- > Investigate the weather.

PE

- Experiment with different jumps
- Throwing and catching skills
- Transferable skills

COMPUTING

Our learning:

- Explore the use of IT in our world
- Learn how to use basic computer skills

MUSIC

- Listening to and identifying different instruments
- Finding a pulse
- Clapping a rhythm
- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm
- Sing Hands, Feet, Heart in groups

SCIENCE

Our learning:

- Know that a human an animal needs change as they grow
- Identify basic needs of humans and animals
- Recognise baby animals
- Know the importance of healthy eating, exercise and hygiene

DT

Our learning:

- Design and label a wheel
- Consider the designs of others and make comments about their practicality or appeal
- Consider the materials, shape, construction and mechanisms of their wheel.
- Label their designs.
- Build a stable structure with a rotating wheel.

PSHE

Our learning: **Being my best**

- Healthy me
- Then and now
- Taking care of a baby
- Who can help?
- Surprises and secrets
- Keeping private's private

RE

Our learning:

- Being a kind human being
- Explore Christian stories about being kind
- Think about how we can be kind
- Compare Christian stories to others we know from different religions



Non Negotiables

What are they?

The non-negotiables are designed to:

Identify the essential skills that children need to become confident with, i.e. be able to demonstrate in independent tasks and be able to apply in other contexts.

Unblock learning, i.e. to keep children focused on the essential skills.

Unlock learning and progress and confidence.

The non-negotiables are not designed to imply that the rest of the curriculum is an irrelevant – it clearly isn't. But rather to give a structure for professionals to decide what the right curriculum is for their pupils.



Non-negotiables

Reading (Saplings 2)

- Secure at phase 6.
- Reads ahead to help with fluency & expression.
- Comments on plot, setting & characters in familiar & unfamiliar stories.
- Recounts main themes & events.
- Comments on structure of the text.
- Use commas, question marks & exclamation marks to vary expression.
- Read aloud with expression & intonation.
- Recognise:
 - Speech marks
 - contractions
- Identify past/present tense.
- Use content and index to locate information.

Writing (Saplings 2)

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description & specification.
- Write using subordination (when, if, that, because).
- Correct & consistent use of present tense & past tense.
- Correct use of verb tenses.
- Correct & consistent use of:
 - Capital letters.
 - Full stops.
 - Question marks.
 - Exclamation marks.
 - Commas in a list.
 - Apostrophe (omission).
 - Introduction of speech marks.
- Write under headings.
- Evidence of diagonal & horizontal strokes to join handwriting.

Mathematics (Saplings 2)

- Compare & order numbers up to 100.
- Read & write all numbers to 100 in digits & words.
- Say 10 more/less than any number to 100.
- Recall & use multiplication & division facts for 2, 5 & 10 tables.
- Recall & use +/- facts to 20.
- Derive & use related facts to 100.
- Recognise Place Value of any 2-digit number.
- Add & subtract:
 - 2 digit & ones
 - 2-digit & tens
 - Two 2-digit nos
 - Three 1-digit nos
- Recognise & use inverse (+/-).
- Calculate & write multiplication & division calculations using multiplication tables.
- Recognise & use inverse (x/÷).
- Recognise, find, name & write 1/3; 1/4; 2/4; 3/4.
- Recognise equivalence of simple fractions.
- Tell time to five minutes, including quarter past/to.



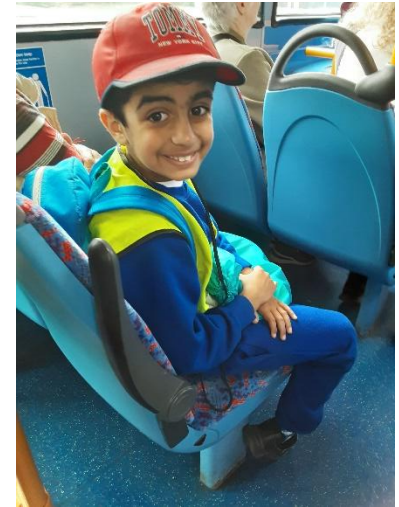
Life skills in Saplings

Community walks to local shops



Eating out at the local cafe

Cooking





Home learning

Home learning is set on Friday and returned by Tuesday. Home learning may be revision of something we have learnt in class or research ready for something we are going to learn.

In addition, your child will bring home a reading book. Please keep their reading book and record book in their book bags. Please hear them read **daily** and talk about the book. Please sign the link book, comments are great too. Saplings visit the library each week. Please return the book every Monday.

Talk about the home learning tasks then encourage your child to be as **independent** as possible. Take time to look at the completed work together.



Lunches



A packed lunch should contain

A sandwich, pasta, rice etc.

A piece of fruit

A healthy sweet treat - fruit bun, custard pot, yoghurt

A drink.

A packed lunch should not contain

Nuts or foods containing nuts, fizzy drinks,
chocolate or nut spreads (such as Nutella)



Lunch Menu

Spring Summer 2025		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK ONE 21 st April 12 th May 9 th June 30 th June 21 st July 1 st September 22 nd September 13 th October	Option 1 (Halal) & Option 2 (Non Halal)	Macaroni Cheese	BBQ Chicken Pizza with Salads	Roasted Chicken Sausage, Roast Potatoes & Gravy	Spaghetti Bolognise	Fishfingers with Chips & Tomato Sauce
	Option 3 (Vegetarian)	Tomato and Lentil Pasta	Cheese & Tomato Pizza with Salad	Roasted Quorn, Roast Potatoes, & Gravy	Vegan Bolognise	Cheese & Bean Pasty with Chips & Tomato Sauce
	Vegetables	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day
	Dessert	Apple Flapjack	Summer Lemon Cake	Fruit Platter	Ice Cream	Strawberry Jelly with Mandarins
WEEK TWO 28 th April 19 th May 16 th June 7 th July 8 th September 29 th September 20 th October	Option 1 (Halal) & Option 2 (Non Halal)	Lentil and Sweet Potato Curry with Rice	Chicken Hot Dog with Wedges & Tomato Sauce	Roast Chicken, Stuffing, Roast Potatoes, & Gravy	Chicken and Chickpea Korma with Rice	Battered Fish with Chips & Tomato Sauce
	Option 3 (Vegetarian)	Chinese Vegetable Curry with Rice	Vegan Hot Dog with Wedges & Tomato Sauce	Vegetable Soya Roast, Stuffing, Roast Potatoes & Gravy	Chickpea & Coconut Curry with Rice	Cheese and Tomato Quiche with Chips
	Vegetables	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day
	Dessert	Iced Vanilla Sponge	Strawberry and Apple Crumble with Custard	Freshly Chopped Fruit Salad	Peaches and Ice Cream	Vanilla Shortbread
WEEK THREE 5 th May 2 nd June 23 rd Jun 14 th July 15 th September 6 th October	Option 1 (Halal) & Option 2 (Non Halal)	Smokey Bean Burger with Potato Wedges	Green Thai Chicken Curry with Rice	Roast Turkey, Stuffing, Roast Potatoes & Gravy	Greek Macaroni Pastitsio with Greek Salad and Tzatziki	Breaded Fish and Chips
	Option 3 (Vegetarian)	Cheese Whirl with Potato Wedges	Five Bean Jollof Rice	Veg Wellington, Roast Potatoes & Gravy	Spinach and Cheese Whirl with Rice, Greek Salad and Tzatziki	All Day Vegetarian Breakfast
	Vegetables	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day
	Dessert	Pear & Cocoa Upside Down Cake	Cheese and Crackers	Fruit Medley	Jam and Coconut Sponge	Oaty Cookie
MENU KEY		Added Plant Protein	Wholemeal	Vegan	ALLERGY INFORMATION: If you would like to know about particular allergens in foods please ask a member of the catering team for information. If your child has a school lunch and has a food allergy or intolerance you will be asked to complete a form to ensure we have the necessary information to cater for your child. We use a large variety of ingredients in the preparation of our meals and due to the nature of our kitchens it is not possible to completely remove the risk of allergen cross contact.	
Available Daily: Jacket Potato with Cheese, Baked Beans or Tuna – Fresh Bread – Salad Selection - Fruit & Yoghurt						



Uniform

PLEASE NOTE: Our uniform is compulsory.

This includes:

White collared shirt with tie.

Badged v-neck jumper.

Tartan skirt or black trousers.

The following remains the same:

Black sensible shoes

NO jewellery (except small stud earrings)

NO leggings under skirts

NO long sleeve tops under short sleeves



Uniform is available for purchase at Angels in Rayners Lane



Uniform - PE

Please ensure that kit is worn to school on children's PE days.

Outdoor kit

Royal blue tracksuit bottoms

Royal blue jumper

White polo shirt

Plimsolls or trainers



Indoor

Royal blue shorts

White polo shirt



Children's PE days are:

Swimming

(is taking place on Friday afternoons for years 4 and 5)



PE DAYS

Please ensure that kit is worn to school on children's PE days.

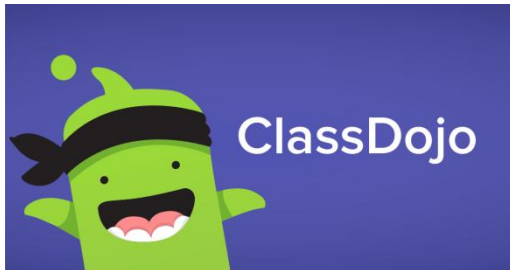
PE Days are as follows:

- Monday – Redwood, Meranti, Eucalyptus, Pine, Greenheart, Elm
- Tuesday – Cedar, Redwood, Meranti, Pine, Sycamore
- Wednesday – Maple, Ash, Meranti, Eucalyptus
- Thursday – Cedar, Ash, Elm
- Friday – Cherry, Maple,



Communication

Parents, teachers and pupils



Class Dojo is a positive way for teachers, parents and pupils to communicate

Please check your e mails for invites to join.

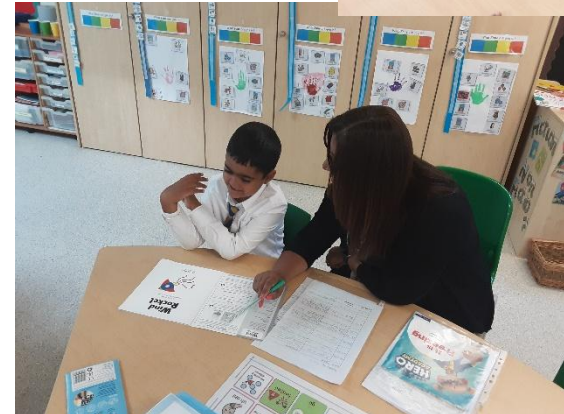
Messages and achievements have begun to be posted and children are shown how to use Class Dojo within their computing lessons.





So how have the children settled in?

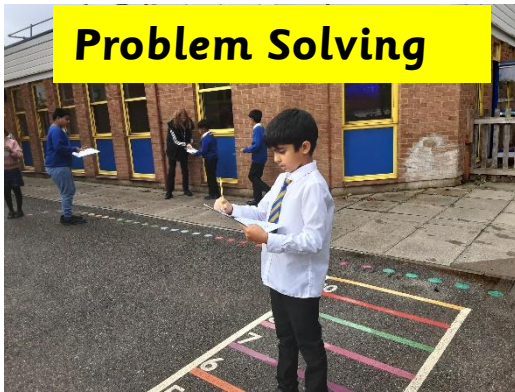
Saplings 1





So how have the children settled in?

Saplings 2



Problem Solving



Team building



Exploring



Scavenger Hunts



Speaking and listening

Getting to know each other





Any questions?

If you think of any questions after this meeting or have any need to contact us please do so via the office and we will get back to you or pop us a message on Class Dojo.