MEET THE 2025 TEACHER

Aims of the Evening...

To provide an informal opportunity to meet each other, introduce the new school year and answer any initial queries you may have

If you have any queries

kellington@salesbury.lancs.sch.uk

Teachers who work in our class:
Mr Kellington
Mrs Bowen (Monday PM)
Miss Moulden (Wednesday PM)

Teaching Assistants:
Mrs Wilding
Mrs Bleazard and Mrs Pearson

Salesbury School Staff

Our Curriculum Compass
Salesbury School Staff

Curriculum

- Strong, bespoke approach to teaching the National curriculum – strong, meaningful links across the curriculum where these can be made, use of visits, outdoor learning, visitors and experts
- English, Mathematics and Whole Class Reading taught daily discretely and interwoven across curriculum
- Teaching children how to become more independent, successful learners, nurturing a growth mindset in all our children
- Give children ownership of their learning – many opportunities for challenge, independence
- All children access some small group work or individual work across the year
- Use assessment as a tool to see where children are, to find out what their gaps and next steps are and to inform future learning

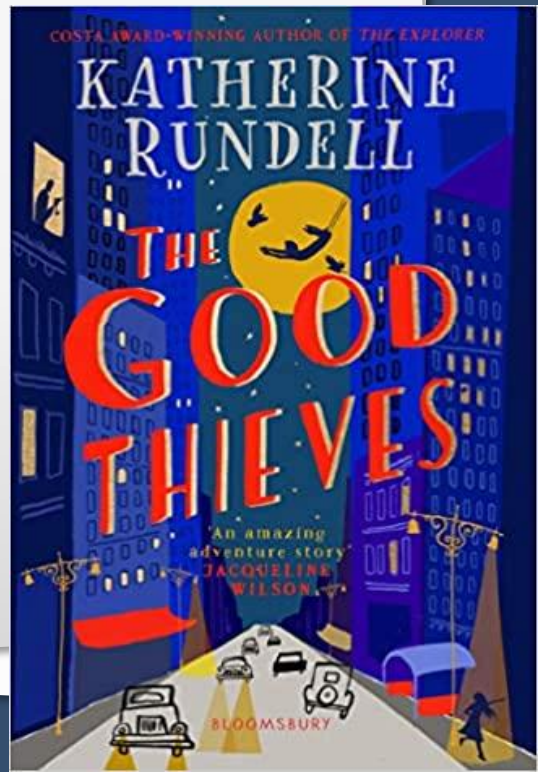
Our Curriculum Unit this term

History: Chronology of Crime and Punishment

How and why has crime and punishment changed over time?

Novel: **'The Good Thieves'** *by Katherine Rundell*

Poem: **'On Pendle Hill'** *(anonymous)*



Knowledge Organiser

- Knowledge Organisers will be sent out periodically through the year
- These set out the minimum knowledge and vocabulary children must learn within our theme for the half-term
- This knowledge will be enhanced by much greater learning in class and many rich learning experiences
- Please help your children learn the facts and vocabulary – make it fun!
- Knowledge Organisers will be added to the class page of the website so we can keep remembering and recalling learning from earlier in the year.

Salesbury Super 6 Knowledge Organiser for Mercury Class (Y4/5)

Learning Focus: History - Time Travellers: The Chronology of Crime and Punishment Autumn 1 2025

Key Knowledge to Learn

1. **Mayan** punishments were the same in each city; laws were meant to be fair and nearly everyone was subject to the same (now seen as brutal and demeaning) laws. Noblemen were, at times, able to buy favour in trials.
2. The **Romans** believed in a variety of imaginative punishments and deterring crime by harsh punishments. They had laws to cover almost every possible crime.
3. The **Tudor** laws were harsh and wrongdoing was severely punished. Punishments were sometimes used for entertainment. People believed if a criminal's punishment was severe and painful enough, the act would not be repeated and others would be deterred from crime as well.
4. The **Pendle Witches** were believed by many to be badly treated due to society's blame culture against minorities, led by King James I and his book and ideas about this group of society.
5. In the **Victorian** period, the police force and prisons were introduced. The legacy on today's methods is clear and obvious.
6. Today's **UK laws** are based on a variety of beliefs from around the world, throughout history.

Vocabulary

guilty	If the **accused** is found to have **committed** a crime.
innocent	If the **accused** is found to have **not committed** a crime.
executions	When a government or group puts a person to **death** as a **punishment** for a very serious **crime**.
witch-finder	A person who tried to find people they thought were witches. They believed that witches used **magic** to do bad things.
Peelers	A nickname for some of the first **police officers** in the UK, named after **Sir Robert Peel**, who helped start the police force in the 1800s.
hard labour	Very tough and tiring **work** that people were sometimes forced to do as a **punishment** for a crime.
court	A place where important **decisions** are made about the **law**. If someone is in trouble or there's a disagreement, a **judge** listens to both sides and helps decide what's fair and what should happen next.
trial	When a **judge** (and sometimes a **jury**) listens to all the facts to **decide** if someone broke the **law**.

You can find out more by accessing these links:

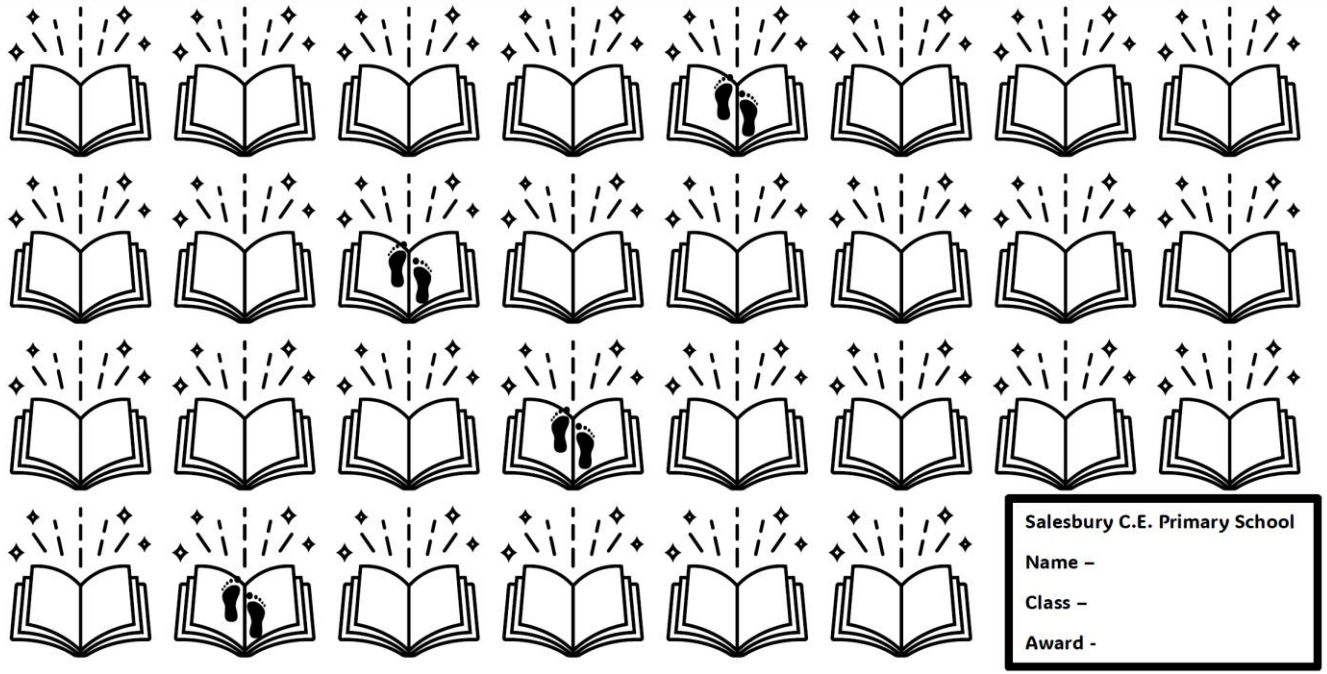
Horrible Punishments! | Horrible Histories – YouTube
What Punishment was Like in Ancient Rome – YouTube
Lesson Seven - Tudor Crime & Punishments - Terrific Tudors - YouTube
Victorian Prison Christmas | Vile Victorians | Horrible Histories – YouTube
The Victorians | The start of the Metropolitan Police Force - YouTube

Ongoing Assessments

- Progress is tracked for every individual child on a termly basis in mathematics, reading and writing. This helps us to monitor progress throughout the year and adapt teaching and support where needed.
- Most children are taught within the year group expectations for the year group, children will be assessed at three different points in the school year against the following criteria: entering, developing, secure in meeting year group expectations. Children are not expected to be secure in the year group expectations until the end of year but are expected to make progress within the expectations throughout the year.
- Children who are not ready for year group expectations will be supported to make progress towards these, children who demonstrate a strong secure understanding of expectations will be challenged through problem solving, deepening understanding, applying knowledge learned and creative learning opportunities
- Support programmes are used to support small groups of children throughout the school as and when needed
- You will be given a termly report including a summary of their learning attitudes and assessments prior to Parents Evening, these help you prepare for Parents Evening and formulate any questions you do have

Reading

- Whole Class Reading taught each day
- Reading at home – invaluable, please sign the diary each time you hear your child read– not red!
- Reading Gameboard (in 2 slides time)
- Individual and small group support
- Class Novel
- Reading area within our classroom
- Library Service
- Reading across the curriculum
- Parent volunteer helpers are welcome – we ask parents to volunteer at drop off time at 8.45 – 9.15am to listen to individuals read. Please let the school office know, if interested. DBS Clearance will be required but can be arranged by the school.



Salesbury C.E. Primary School

Name –

Class –

Award -

Practising reading aloud will really improve your reading, writing, spelling and vocabulary as well as being a wonderful thing to do. Each day, you read at home ask an adult to initial and date one of the books above. When you reach a book that has footprints, put your feet up and ask an adult to read to you! Once all the books are completed, please return to school – you will be added to the class reading chart and receive your reading award in Celebration Worship! This year, we are exploring some great book characters. Happy Reading!

1.	The Elmer Award - Elmer	Certificate & Bookmark
2.	The Charlotte's Web Award - Wilbur	Certificate & Bookmark
3.	The Winnie the Pooh Award – Winnie the Pooh	Certificate & Pencil
4.	The Matilda Award - Matilda	Certificate & Bookmark
5.	The Robin Hood Award – Robin Hood	Certificate & Bookmark
6.	The Rooftoppers Award - Sophie	Certificate & Bookmark
7.	The Beowulf Award – Beowulf	Certificate & Badge

Reading Gameboard

Research shows regular home reading, especially reading aloud, really does make a difference.

Gameboard to encourage regular reading. Please initial each day your child reads at home, when they reach a footprint, it is your turn to read to them. We will have a visual in class to see how children are progressing. This is something all children can do – practice!

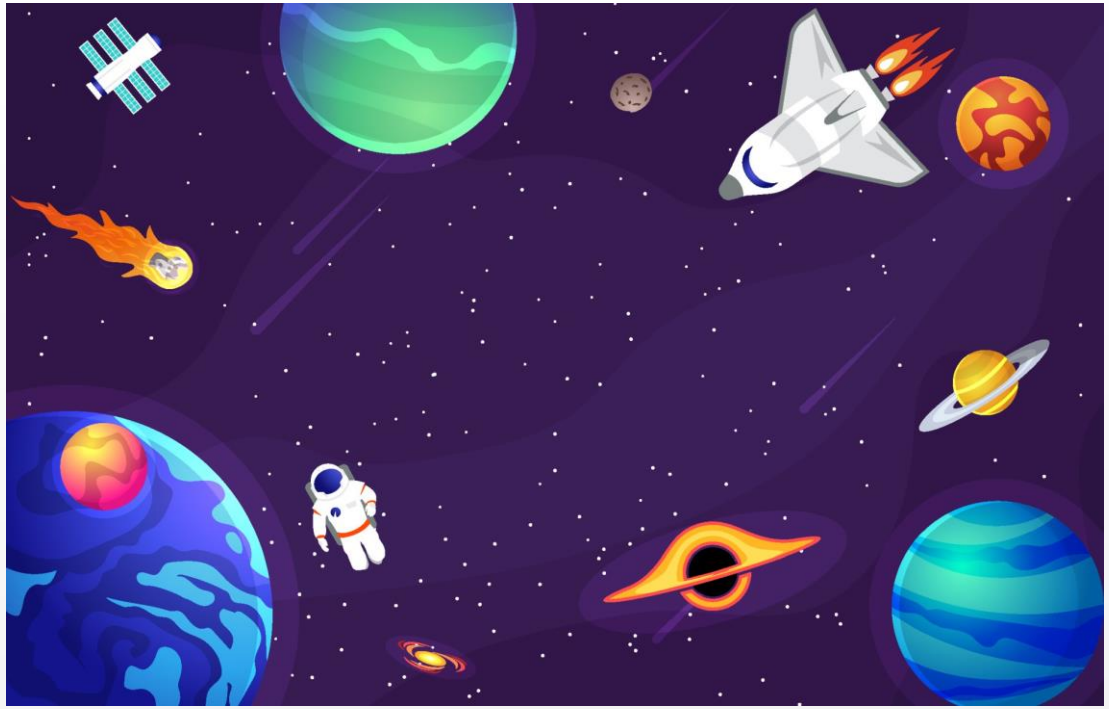
The benefits of reading as children grow

0–2 years
•Bonding and building relationships
•Speech and language
•Foundational thinking
3–4 years
•School readiness
•Wellbeing and resilience
•Emergent literacy
•Thinking, memory and creativity
5–8 years
•General knowledge and attainment
•Wellbeing, resilience and attainment
•Language and literacy
•Thinking, memory, attention and creativity
• Reading fluency
9+ years
•General knowledge and attainment
•Wellbeing, empathy and emotional intelligence
•Language and literacy
•Thinking, memory and creativity
• Reading fluency

Spelling

- Using the **Spelling Shed** scheme to teach spelling across the school.
- Each week teachers will teach a new pattern
- Spelling tests will take place each **Friday**. Children will have some sentences dictated to them by their teacher. These sentences will include some of the words children have practised that week. In addition, the sentences will also include words that have spelling patterns in from previous weeks and some of the year group words that children also need to practise and learn – these are referred to as **challenge words** in the scheme. These will be marked with the children so that they know how they have done.
- Encourage children to learn their **spellings** and their **pattern** each week, play the **games** on the Spelling Shed and complete their **weekly homework task**, sent on Fridays.

Mission in Maths



"You can identify a fluent learner when they have a secure understanding of what they're doing and why they're doing it". Gill Knight

Building mathematical fluency is crucial for children's overall understanding of Maths.

Children will be given a **Mission in Maths Gameboard** to encourage regular focus on key Maths facts.

Certificates will be awarded for completion of the 'missions'.

Wellbeing

- Emotions Check-In
- Five to Thrive
- Wells of Wellbeing – Learning and Creative, Physical, Social, Charitable, Spiritual
- Movement within lessons
- Visual timetable
- Clear routines and expectations

Homework

Homework Grid – last Wednesday of the half-term, Presentation Party

Google Classroom

TTRS

SPaG

Spelling Shed

Mercury Class Homework Grid Autumn 1 2025 – Deadline/Presentation Party 22nd October 2025

Alan Peat Sentences

Just as we practise in class each morning, please complete 3 sentences each week from Salesbury C.E Primary School: Homework Grids

W/C 8/9: **1. B.O.Y.S.**
W/C 15/9: **2. 2Ad**
W/C 22/9: **3. Simile**
W/C 29/9: **4. 3 _ed**
W/C 6/10: **5. 2 pairs**
W/C 13/10: **6. De:De**

Spellings and Spag

- Can you learn the words on the Spelling Homework Sheet and have you completed all the activities?
- Practise spelling the words in as many different ways as you can.
- Access the **Spelling Shed** and complete the tasks, each week.
- Complete many of the tasks set at SPAG Tests Online - Practice Grammar & Punctuation Tests Online

Chronology of Crime and Punishment Knowledge Organiser

- Can you read our facts and vocabulary?
- Can you learn our facts by heart?
- Can you use our vocabulary in a spoken sentence? A written sentence?

Salesbury C.E Primary School: Knowledge Organisers

Learn our **Crime and Punishment Poem** (found here: Salesbury C.E Primary School: Homework Grids)

Plan and make a **traditional Lancashire dish** (with a grown up) and take a photo, as evidence! *Bring in photo or email.*

Re-read a **Knowledge Organiser** from your last class, then ask your parents to test you on the content!

We are learning about the **Chronology of Crime and Punishment**, this half-term. Please learn the key facts on the Knowledge Organiser, then produce a **poster**, containing key learning of one or two of those aspects.

Maths Fluency tasks

- Spend time practising your tables on **TTRS**.
- Complete your **Maths Mission** Challenge (found at: Salesbury C.E Primary School: Homework Grids)

Reading

Aim for at least 5 minutes **every day** – don't forget to put this in your reading diary and have your gameboard signed. **Read aloud** to an adult– this will improve your fluency and understanding.

Behaviour

- High expectations of behaviour
- **Recognition Board**
- Individual incidents dealt with separately, where possible
- **Choice Card** System
- Encourage children to reflect on their behaviour, take ownership and plan for their own improvements
- **High 5** is our celebration of good behaviour shown during the week (next slide)
- Consequences may include loss of privileges
- **Mission in Action** tickets given for 'above and beyond' - Hot Chocolate
- House Points
- Importance of school and home working together – please raise any concerns directly with me, where possible

Disco Mrs Parkes-Thompson Saturn Class	**Ground Force** Mr Bird Meet Outside Jupiter	**Walkathon** Mrs Rees Picnic Benches	**Sports** Sportscool Cage/Playground	**Outside Mindfulness Colouring** Mrs Russell Meet at Venus

Outdoor Reading Mrs Harrop Meet at Mercury	**Table Tennis** Mr Kellington Hall	**Hockey** Mrs Smallshaw Top Playground	**Sketching** Mrs Melling Meet at Neptune

P.E.

- P.E. is on **Tuesdays** and **Thursdays**
- Children may wear the school tracksuit on these days or come in uniform and change for the lesson. We ask that children do not wear their own leggings, sports tops etc
- All children must participate in PE as part of the curriculum
- Earrings or other jewellery cannot be worn (even with plasters over earrings)
- Sports Coaches on **Monday** lunchtimes– no kit required
- **Swimming** – 2026

Health and Safety

- Please ensure long hair is tied back at all times. Please keep hair accessories simple and in school colours
- Simple stud earring can be worn in Key Stage 2 but should not be worn at all on PE days
- Only prescribed medicine to be administered in school, a signed form must be completed which is available from the school office
- Please attend to head-lice immediately
- Online Safety – please follow age-appropriate guidelines at all times – safeguarding!
- We do practise both fire drills and lockdown procedures – both of these will be practised very quickly in the next couple of weeks. We do pre-warn children for the first drill.
- Please update us if somebody different is collecting your child from school

Drinks & Snacks

- Children are encouraged to have a bottle of water in school each day and take regular sips to keep hydrated. We do encourage children to have the school water bottle – this is neat and fits well on the school desks
- Milk can be purchased for all children from the term they are five via CoolMilk, up to this point it is provided free of charge. Please see school office for further information.
- Key Stage 2 children may bring in a healthy snack – no biscuits, crisps or chocolate. Fruit or Vegetables are ideal

School Uniform

- High standards throughout the year
- Children need a coat (with a hood) as we go outside throughout the year
- Please keep hair accessories very simple and in school colours or black/white (no decorative accessories)
- Black school shoes. Trainers worn on PE days only
- Name labels – please label absolutely everything and keep topping up during the year

SRE in Year 4/5

- Summer Term
- Governor approved
- Arbor for explanation

Friends of Salesbury School

First meeting is on Tuesday, 9th September 6.00pm – meetings are very informal but give opportunities to chat about the extras we can provide for our children. Some are fundraising events; others are more social events!

Attendance

- Regular attendance and punctuality matters!
- Learning starts straight away – we have a very full timetable
- Obviously, if children are poorly they cannot attend and we understand this but do encourage children to get in good habits
- Please telephone the school office as early as possible if children are not attending and use the absence line
- Children who have had vomiting or diarrhoea must stay off school for 24 hours to limit the opportunity to spread this
- We are not allowed to authorise holidays during term-time unless there are particularly exceptional circumstances. Please remember penalty notices are now in place

Questions/Concerns

- Please do get in contact if you have any questions or concerns throughout the year
- Termly Report
- Parents' Evenings - November, April
- End of Year report
- End of Year consultation evening

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