



to Class four!

Staff

Anna Neville teaches on Monday,
Tuesday and alternate Wednesdays.
Jasmine Capaldi teaches on alternate
Wednesdays, Thursday and Friday.
Amanda Richardson is in class on
Wednesday mornings.



School Times



Drop off by side gate 8:45am.
Collection from rear playground at 3:30 pm.

There will early morning activities in class
for the children to complete.

What does your child need to bring to school?

Reading Book, AR bookmark

Healthy Break time snack

Bottle of water

A waterproof coat

Wear PE kit on Mondays and Tuesdays

WWL days tbc

PLEASE ENSURE ALL ITEMS ARE NAMED

Attendance

Our regular newsletters always highlight attendance figures – it is essential for both social and academic development that children attend every day as far as is possible.

Topic Web – please see website

Class 4—Autumn 2023

PE

Basketball
Health and
Fitness



Musie

Dynamics, Pitch and
Texture—Mendelssohn



Faith and Beliefs

What does it mean to be a
Muslim in Britain today?
Was Jesus the Messiah?



Spanish

The High Street
Asking for and giving
directions
Time of the day
Short story



History

How did a pile of dragon
bones help to solve an An-
cient Chinese Mystery?



Computing

Systems and Searching
Video Editing



PSHE

Being Me in My
World
Celebrating
Differences



Geography

Why are mountains so important?



DT

Structures—
playground



Science

Properties and Changes of
Materials
Evolution and Inheritance



Art

Chinese Art
Painting—
brushstrokes
Sculpture—
design and



Dates for the diary:

11.9.23	Class 4 Parent Meeting
18.9.23	Landscape Open Day
19.9.23	Cross Country Event
28.9.23	Fossil Hunting Trip
3.10.23	Harvest Festival
9.10.23	Arts Weeks
12.10.23	Year 6 Life Skills Event
16.10.23	Basketball Tournament

Values

Our School Values are the bedrock upon which the school is built. They enable us to live out our school vision every day. Our core values are elements of our character that we feel are vital to ensure we are the best version of ourselves and are ready to make a meaningful difference to the world around us. Our values are part-and-parcel of our curriculum design and feed into all that we are and all that we do.

Respect: Considering everyone and everything.

*The Ten Commandments
Exodus 20:1-17
'Do to others as you would have them do to you'.
Luke 6:31*



Responsibility: Doing the right thing, even when no-one is looking.

*Jonah and the Whale
Book of Jonah ch:1-3
'For each one should carry his own load'
Galatians 6:5*



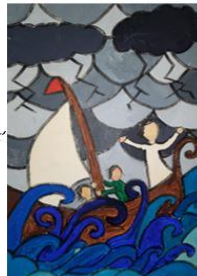
Perseverance: Never giving up, creatively overcoming barriers.

*The Lost sheep
Matthew 18:12-14
& Luke 15:3-7
'Let us run with perseverance the race that lies before us'
Hebrews 12:1-2*



Trust: To be there for others and know others are there for us.

*Jesus Calms the Storm
Mark 4: 35-41
'Trust in the Lord with all your heart'
Proverbs 3:5*



Empathy: Putting ourselves in other people's shoes.

*The parable of The Good Samaritan
Luke 10:25-37
'Try to do what is good for others, not just what is good for yourselves.'
1 Corinthians 10:24*



Forgiveness: To be able to say and hear sorry.

*The Parable of The Lost Son
Luke 15 11-32
'Just as the Lord has forgiven you, so you must also forgive others.'
Colossians 3.13*



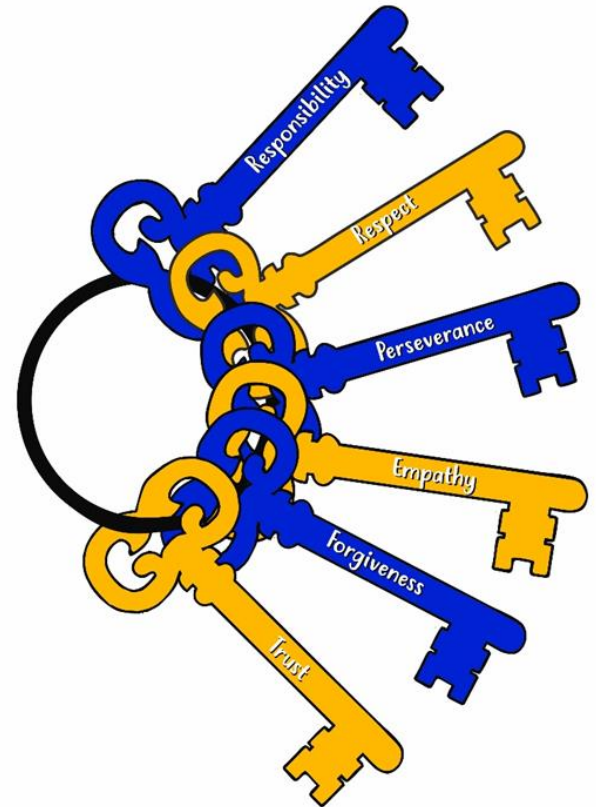
Vision

Landscape will use...

The keys to unlock the very best of us!

Matthew 7:7 “Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you.”

We are a school that is built on success stories; some big, some small, some public but most private. The message is simply that we want all the children to feel the warm glow of success and be motivated individuals who are constantly striving to unlock their potential to do exceptional things.



Our Key Priorities

Landscope Academy Strategic Improvement Priorities

Key Improvement Priorities 2023- 2024



Key Priority 1

- To inform and build a whole staff culture around relational approaches to support the learning, development and wellbeing of all.



Key Priority 2

- To continue to develop use of tier 2&3 vocabulary and planned opportunities across the curriculum to maximise talk, discussion and debate



Key Priority 3

- To use T4W and challenge within writing to continue to actively involve children in feedback. To develop the children's ability to apply skills and knowledge independently, review and take action to improve their own learning.



Key Priority 4

- To further enhance guided reading using a sequential & progressive reading spine /programme to build skills, knowledge, independence and love of reading.



Key Priority 5

- To review and refine key skills documents across the curriculum – focus on Art and DT
- Within each subject ensure check points, end points, and how assessment informs & ensures progress.



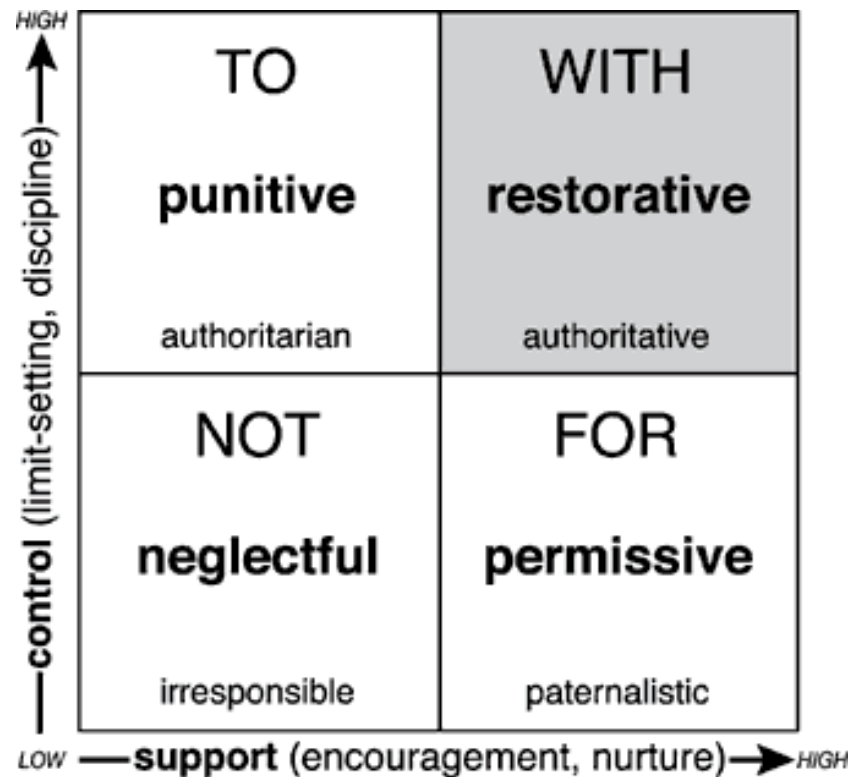
Key priority 6

- To continue to promote the personal development of our children; ensuring they have access to a wide, rich set of experiences.

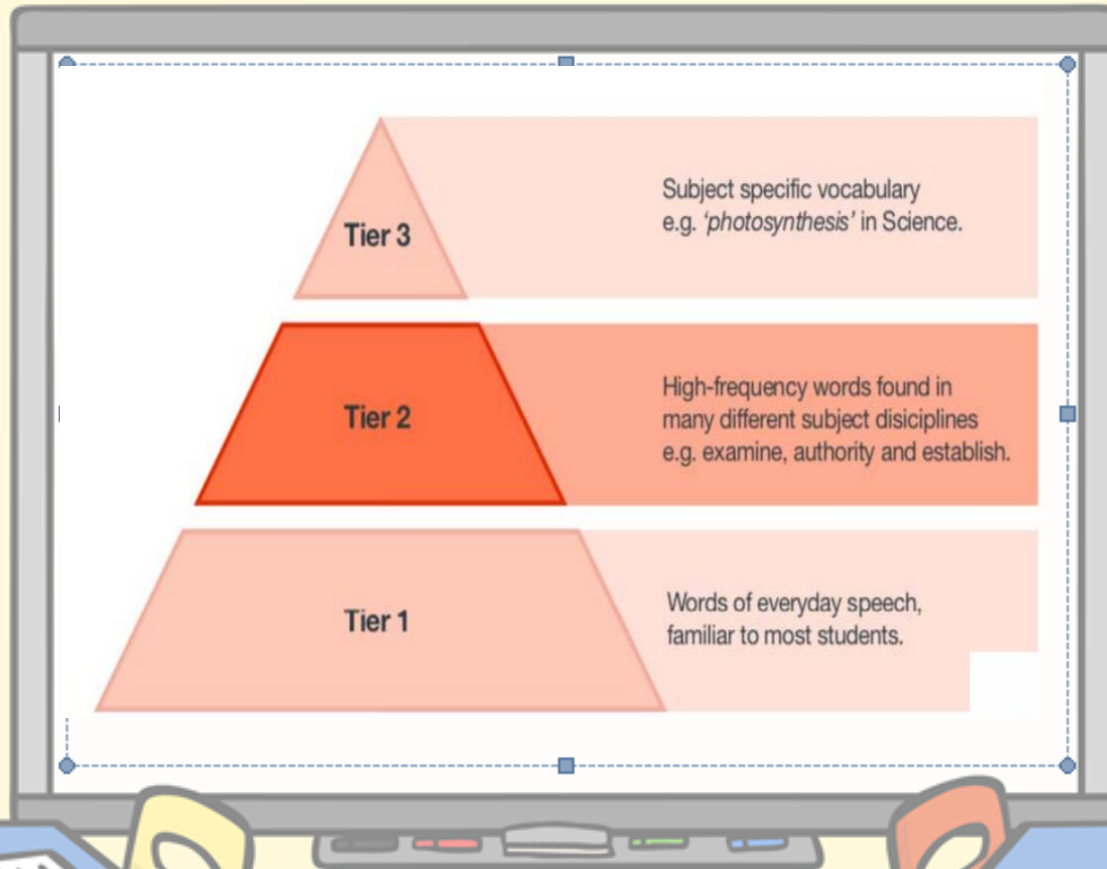
Landscope will use...The keys to unlock the very best of us!

The Relational Approach

A relational approach puts relationships at the heart of every aspect of school life. They help to create an environment where everyone feels that they belong, are safe, cared for and valued.



Vocabulary development



Vocabulary development – how?

Listening – Teacher/adult as a role model

Speaking – developing talk roles.

Reading – encountering new words, explaining the meaning in context.

Writing – using a rich and varied vocabulary, words acquired through reading, finding and using synonyms in the thesaurus.

Talk Roles...

Instigator



The person who starts the discussion...

could say:

- 'From my point of view...'
- 'My view is...however...'
- 'Due to the fact that...'

Builder



Develops, adds and builds on to an idea...

could say:

- 'I wholeheartedly agree...however...'
- 'I wondered why...'
- 'I noticed a connection between...'

Challenger – disagrees with or presents alternative argument

Clarifier – makes things clearer/simplifies ideas by asking ?

Prober – digs deeper into an argument/seeking justification

Summariser – presents reflections/provides conclusion



Home-learning



Set each Monday due in the following Monday

Reading – daily

Spelling activity linked to grammar

As well as continuing their times tables on TTRS, children will be given a weekly maths worksheet securing their skills in all areas.

SPELLING

Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly, and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>	<p>Drawing an image around the word</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
Segmentation strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>	<p>Words without vowels</p> <p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _ _ ld</p>
Quick write	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>	<p>Pyramid words</p> <p>This method of learning words forces you to think of each letter separately.</p> <p>f py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
Drawing around the word to show the shape	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 	<p>Other strategies</p> <p>Other methods can include:</p> <ul style="list-style-type: none"> Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. Making up memorable 'silly sentences' containing the word Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word Clapping and counting to identify the syllables in a word.

Reading – in school

Whole class – at the start of a sequence to identify language and organisational features. Teacher models, questions and promotes high quality book talk.

Guided – carefully tailored to meet individual needs.

■ Cross Curricular – developing research skills and independent learning.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Online safety



With the increased access children have to devices that can connect to the internet, it has never been more important to understand how to be safe when using online content.

Whether children are accessing images, online games, social media platforms or just surfing the web, as part of their homework, they need to remain safe.

Online Safety is an important part of keeping children safe at Landscope. We have extensive security measures in place in school, which are monitored both internally and externally, to help safeguard pupils from potential dangers or unsuitable material.

Online safety



Online safety is taught to all pupils as part of our PSHE and computing schemes of work and we also cover additional topics half termly demonstrating how to stay safe and behave appropriately online.

For parents, we regularly post online safety guides on our Facebook page, and these can also be found on our website with lots of other information to help raise awareness of this important subject area.

Enrichment Activities

19.9. 23: Cross Country
16.10.23: Basketball Tournament
8.1.24 – 5.2.23: Swimming

28.9.23: Fossil Hunting at Lyme Regis
12.10.23: Y6 Fairtrade
23.1.24: RAF Harrowbeer
Date tbc: Ocombe Farm
11.3.24: Jewish Speaker

Residential 5th – 7th June

Pixies Holt, Dartmoor



Please share your spiritual Wow moments...

A sense of awe and wonder
Something that moves, inspires or motivates us
Awareness of something 'bigger' outside of ourselves

