

# BRECKNOCK



Welcome to Year 1's Meet the Team Meeting

# Here to Help – Senior Leadership



Executive Headteacher  
Helen Bruckdorfer



Head of School  
Lisa Hyland



Leader of Learning  
Naomi Cave



Director of Research  
School and LOL  
Kat Branco



EYFS Leader  
Rachel Fields



Director of  
Inclusion  
Laura Lien



SENCO  
Marianna Slovackova



PE and Early  
Reading Lead  
Chloe Harding

# Here to Help – Admin Team



Director of Business  
Operations

Lisa Hallinan



Finance and  
Communications Officer

Lindsey Molyneux



Data and Admissions  
officer

Emily Furness



Administrative Assistant

Ujjal Jalil



# Here to Help – Inclusion Team



Director of Inclusion  
Laura Lien



SENCO  
Marianna Slovackova



Deputy SENCO  
Natalie Reilly



Pastoral Assistant  
John Clark



Inclusion Assistant  
Sabrina Fieldhouse



Child and Family Support Worker  
Michelle Morrison-Birt

# Safeguarding

- Please see the school website for our full safeguarding policy



## Designated Safeguarding Leads



**Designated Safeguarding Lead**  
Laura Lien - Director of Inclusion  
Contact: 02074240202



**Deputy Safeguarding Lead**  
Helen Bruckdorfer – Executive Head Teacher  
Contact: 02074240202



**Deputy Safeguarding Lead**  
Marianna Slovackova - SENCO  
Contact: 02074240202



**Deputy Safeguarding Lead**  
Natalie Reilly – Deputy SENCO  
Contact: 02074240202

### **Nominated governor for safeguarding:**

Name: Alex Gardiner and Paul Smith  
Contact details: 02074240202

### **Local Authority Designated Officer (LADO):**

Name: Sonia Forbes  
Contact details: 020 7974 4556

### **Camden MASH**

Contact details: 020 7974 3317 (9am to 5pm)  
Out of Hours Contact Details: 02079744444

### **Islington MASH**

Contact details: 02075277400 (9am to 5pm)  
Out of Hours Contact Details: 02072260992



# BRECKKNOCK



8:50am: School gates open

8:55am: School bell and school starts

9am: Lessons start in class



Ted and Earl will be on the lookout for excellent attendance and prompt school arrival this term. Look out golden attendance tokens on the gate!

All children are expected to attend school every day unless they are unwell. Please notify school if your child is absent for any reason. Last year, our attendance was nearly at our 95% attendance target.

We encourage you to monitor your child's attendance using Arbor to ensure their attendance remains excellent. Please ensure you download the Arbor App to access your child's profile and complete payments.



**Arbor**

Whenever possible, medical appointments should be made outside of the school day.

# Uniform Reminders

- We do not allow any jewellery except for small stud earrings and a watch.
- We encourage children to dress and undress themselves when necessary e.g. putting on their own coat or removing shoes, so please make sure they can manage laces and zips etc.
- Please take account of the weather each day as your child will spend over an hour in the playground during the school day.
- Please name your child's belongings, especially cardigans, sweatshirts and coats. Lost property is laid out every few weeks and can be checked.
- Hair must be tied back.



# School parent contract



- School is a smoke-free site. There is no smoking/vaping on school premises or outside school gates
- Food consumed on the premise should be nut-free, healthy
- We are a water only school
- Use bins provided on site and avoid litter
- Dogs are not allowed on the school grounds and prevent your dog from fouling near the school entrance

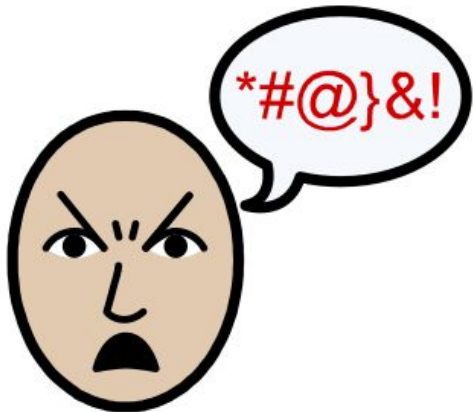




# School parent contract



- Abuse to Staff is not tolerated and the school will take action against it
- Meetings can be arranged to discuss any concerns you may have
- Refrain from confronting other parents directly if an issue arises, speak to SLT who will support you



# School parent contract

- Children are not permitted to bring personal belongings to school
- Help children be prepared for school by packing their bag the night before, ensuring they get a good night's rest and have breakfast in the morning (ask the office about Breakfast Club)
- Attend school events and parent meetings / workshops, when possible
- Join the Brecknock Primary School PTA!

The Friends of Brecknock parent group is a hugely important part of school life, bringing us together as a community, whilst also raising invaluable funds to support the children in their learning and experiences.



# Who do I want to be?

**RECKNOCK**



Caring



Respectful



Curious



Resilient



Knowledgeable learners - who ask questions, learn and remember facts.

Confident communicators - who learn through talk and learn to talk, know a wide range of vocabulary and discuss their learning.

Active citizens - who are changemakers within their community and are interested in the wider world. They know how their actions can help others.



1 2 3 Magic

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# 1 2 3 Magic



# CAMDEN DARWIN 200

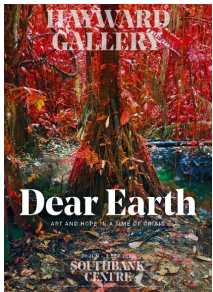


# STEAM

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS

*Dear ...*

Inspired by the recent Dear Earth exhibition at the Hayward Gallery, each year group's STEAM this year will be entitled with the salutation, 'Dear...' followed by their STEAM focus.



After the success of the STEAM units last year, our 24/25 STEAM theme continues to be Dear Earth. We will be forming exciting employer partnerships to make our learning relevant and meaningful.

# Every Child A Reader

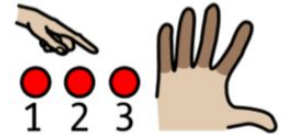
- Your child can swap their reading for pleasure book as regularly as they like.
- Access to books are in class book corners, your local library and the book swap by the school entrance
- Children read across the curriculum, and have either independent reading time or a book read to them by their teacher, everyday.
- Children should read at home for at least 10 minutes in KS1 and 15+ minutes in KS2
- We encourage parents to read to and with children at home everyday.
- KS1 use decodable Little Wandle reading books

## Reading Strategies

*These are strategies that we can use in all reading lessons and contexts to help us access and understand a text.*



Use the pictures



Sound out words



what



when

car/park

Chunk longer words



who



where

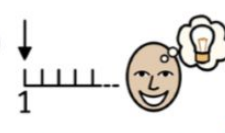


Read-on to check

meaning



Imagine the

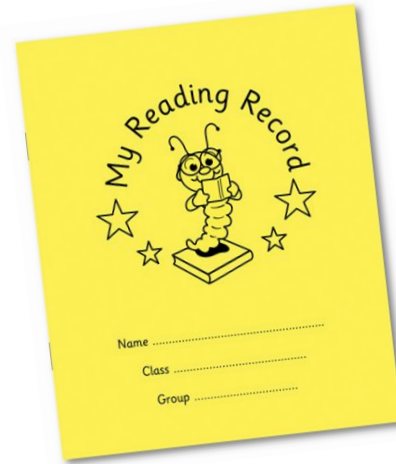


Main idea

..dangerous area.

Underline key words

# Reading Records



- Parents and staff to write a comment for Year 1 children
- Staff write in books once a week for each child following a LW reading session.
- Parents are encouraged to communicate through reading records
- These are checked in school weekly
- Brought to school every day

# Communicating Learning

## Knowledge Mats:

- Key knowledge and vocabulary taught in units
- Emailed home, on school website and physical copy sent home each half term

## Curriculum leaflets:

- Overview of learning in every subject for the half term.
- Emailed home and on school website

HISTORY KNOWLEDGE			KEY LEARNING								
<b>PREHISTORIC BRITAIN</b>			<p><b>Stone Age:</b></p> <ul style="list-style-type: none"> <li>• Early Stone Age Man was a hunter-gatherer, travelling around following food sources, using flint tools to hunt animals.</li> <li>• Cheddar Man was a Mesolithic skeleton discovered in 1903 and is the oldest complete skeleton found in Britain.</li> </ul> <p><b>Bronze Age:</b></p> <ul style="list-style-type: none"> <li>• The Bronze Age started when the Beaker People arrived from Europe with new ways of making metal. Tools were made from bronze - copper and tin were heated up and poured into casts.</li> <li>• Bronze Age people lived in settlements, which was a group of round houses. Houses were made from wattle and daub or dry stone.</li> <li>• Making tools from bronze meant people could farm the land more effectively.</li> <li>• Settlements traded resources like copper and tin.</li> <li>• Burials were important to Bronze Age people - they placed stone circles where burials took place.</li> </ul> <p><b>Iron Age:</b></p> <ul style="list-style-type: none"> <li>• Tools were made from iron. Iron was heated up then the hot iron was hammered into shape.</li> <li>• Settlements became larger because tribes were better able to farm and defend themselves. People started to build forts as a symbol of power and a way of defending themselves. This collection of tribes was called the Celts.</li> <li>• There were lots of battles between tribes who fought each other for more land and power and begun to organise into kingdoms.</li> <li>• At the end of the Iron Age, coins were made and used as currency.</li> <li>• The Iron Age ended when the Romans invaded Britain.</li> </ul>								
<p>Prehistory is any time that happened before humans had writing. The first people in Britain lived about 15,000 years ago and historians split into 'ages' to find out what was different about them.</p> <table border="1"> <thead> <tr> <th>Stone Age</th> <th>Bronze Age</th> <th>Iron Age</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>When the first humans began to live in Europe. They used stones as tools.</td> <td>In this era, metals were used to make hunting tools. Humans also began to farm land.</td> <td>Humans used iron to make tools and farmed land instead of hunting. They lived in communities.</td> </tr> </tbody> </table>				Stone Age	Bronze Age	Iron Age				When the first humans began to live in Europe. They used stones as tools.	In this era, metals were used to make hunting tools. Humans also began to farm land.
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<p><b>STONEHENGE</b></p> <p>Stonehenge is a prehistoric monument in England. It is made up of a ring of standing stones. It might have been used as a meeting place or for religious ceremonies.</p> 		<p><b>CHEDDAR MAN</b></p> 									
<p><b>SKARA BRAE</b></p> <p>Skara Brae is a Neolithic settlement built out of stone in Scotland. It has helped historians find out more about how Stone Age people lived.</p> 											

## Brecknock Year 3 Summer 2 Curriculum Leaflet

**HUMANITIES - HISTORY and GEOGRAPHY**  
 Tectonics- Understand the processes that give rise to key physical and human geographical features of the world - how mountains are formed, how earthquakes and volcanoes occur. Case studies of earthquakes and eruptions over time. Study different topographical features - magma chamber, vents, craters and slopes. Understand the impact of earthquakes and volcanoes on how humans live - human geography.

**ENGLISH**  
 Key texts: Escape from Pompeii by Christina Balit, A Stage Full of Shakespeare Stories by Angela McAllister, Charlotte's Web by E. B. White  
 Outcomes: Mount Vesuvius Historical Narrative, Play Scene based on A Midsummer Night's Dream (to entertain), persuasive text from Fern to Mr Arable asking him to keep Wilbur (to entertain)

**MATHS**  
**Mental Maths - Learning 1-10 times tables**  
 Fractions - non-unit- learning addition and subtraction of fractions, converting a whole into fractions. Shape - parallel and perpendicular sides in polygons, making and drawing compound shapes. Time- tell and write the time from an analogue clock, know the number of seconds in a minute and minutes in an hour. Statistics: Interpret and present information from tables, pictograms and bar charts.

**SCIENCE - Plants**  
 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant, investigate the way in which water is transported within plants, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**COMPUTING** - Programming events and actions. Design and create a maze-based challenge using sprites.

**PHYSICAL EDUCATION:** Focus on Olympics and Paralympics for Paris 2024  
 INSPIRE, FRIENDSHIP, OLYMPIAN: Opportunity for pupils to enjoy communicating, collaborating and competing with each other.  
 ACCURACY, POWER, DISTANCE: Throwing for distance, height and accuracy.

**RE - Concept - Messages Unit - Messages in Stories Religion- Cross faith**

**PSHE - Relationships - To recap what a good friend is. Science- To know the biological differences between males and females. Respectful Relationships- To explore family differences and challenge stereotyping. To understand that people sometimes have stereotypes about families. To understand the link between gender stereotyping and discrimination Keeping Safe - To know you can say no to bad touch.**

**ART & DESIGN:**  
 Art: Sketching. We look at pictures by the botanical illustrator Marianne North and draw our own pictures of plants, inspired by her pictures. We experiment with different grades of pencil and use them to add tone to our drawings.

**FRENCH:** Petit Chaperone Rouge (Little Red Riding Hood). To understand a familiar fairy tale recounted in the foreign language using pictures and word cards.

**MUSIC:** Whole Class Recorder  
 Singing: Sing and recognise notes to then play on recorder. Work as part of an ensemble. Accurate reading skills. Understanding how to blow and finger the recorder correctly. Accurate use of notes.



# Trips or Events

In the Autumn term, we will have the following trips and events:

- Trip to the local high street (York Way).
- Visit to Kentish Town library.

# Phonics

- Phonics screening commences week beginning Monday 9 June 2025
- Phonics is taught twice a day
- Reading, using decodable books, takes place once a day
- Read your child's decodable book and book for sharing every night

Parent workshops dates will be shared in the coming weeks and in the weekly newsletter



# Physical Education & Daily Mile

- P.E. twice a week (Mondays and Thursdays)
- Daily mile timetabled each day
- Swimming, gymnastics, dance and arsenal coaches deliver lessons to children across the year
- PE kit not required so please have appropriate footwear and clothing on all days.
- Children will be selected to participate in CCSA events throughout the year.



Sports Coach  
Abdi Ahmed

# Music

- Music assembly weekly
- Music lessons weekly
- Rod-n-tom website [here](#)



Music Teacher  
Tom Cambata



Specialist Teacher  
and Media Teacher  
Rod Arran





# Home Learning - KS1

- Home learning expectations will be stuck in to the front of home learning books.
- Home learning is given on Wednesdays and should be returned by the next Tuesday.

## Weekly:

1. The weekly home learning sheet found in your home learning book.
2. Daily reading with an adult.
3. Practise the weekly spellings for quiz on Tuesday.
4. Maths fluency practice on NumBots.



Google Classroom



Google Forms

# NumBots



- Addition and subtraction understanding, recall and fluency practice
- Gamified and fun!
- Can be played on smartphone, tablet or computer. App downloadable.
- Log in details in front of home learning book.
- Recommend at least 3-5 minutes, 5 days a week
- Monitored in class

# Times Table Rock Stars



- Multiplication and division facts recall and fluency practice.
- Gamified and fun!
- Can be played on smartphone, tablet or computer. App downloadable.
- Log in details in front of home learning book.
- Recommend at least 3-5 minutes, 5 days a week.
- Monitored in class.



Questions?