



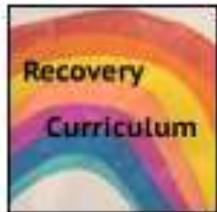
# Stratosphere.

Edition 63: September 2020

The newsletter about learning! Help your child really take off!

**Our commitment to learning is to make it ACTIVE and RELEVANT.**

You may have heard the phrase '**Recovery Curriculum**' used in the media over the summer holidays. Our school is taking an approach devised by a father and son partnership!



<http://www.recoverycurriculum.org>

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University and his son Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire have spent time thinking about how schools and parents can best support children in September.

Here are some extracts from their blog 'Think Piece: Loss and Life for our children and schools post pandemic'.

*'The 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children'.*

*'Anxiety is a cruel companion. It eats away at the positive mental health of the child, and can cause a deterioration in their overall well-being. The anxious child is not a learning child. Mood swings may prevail; they can become irrational and illogical. There can be a loss of sleep; the cumulative tiredness can diminish the child's coping mechanisms'.*

*'We suggest the Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever. Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.'*

*'The Recovery Curriculum is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the children of their school community, informed by your inherent understanding of your children in your community. What were the aims and values of your school before this pandemic? Use them now to guide your judgements, to build a personalised response to the child who has experienced loss. No Government can give you the guidelines for that. It is down to you, as that skilled, intuitive teacher, who can lift the mask of fear and disenfranchisement from the child. You can engage that child as a learner once more, for engagement is the liberation of intrinsic motivation, (Carpenter et al, 2015).'*

**Our school is using the '5 Levers', as a way to rebuild systematically the school community. The approach actually matches our school ethos beautifully.**

**Lever 1: Relationships** - we cannot expect all our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

**Lever 2: Community** - we must recognise that curriculum has been based, in the community for a long period. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

**Lever 3: Transparent Curriculum** - all of our pupils will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our pupils to heal this sense of loss.

**Lever 4: Metacognition** - in different environments, pupils will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our pupils to reskill and rebuild their confidence as learners.

**Lever 5: Space** - to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

**This means we are not expecting to get 'back to normal' immediately.**

**We shall be concentrating on the five levers.**

**We are very keen to know if we are pitching things correctly or not! Please let us know if you have any feedback. We have also asked the children to keep telling us what works and what does not!**

## Some things you may find interesting/ helpful...

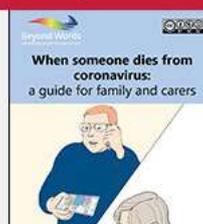
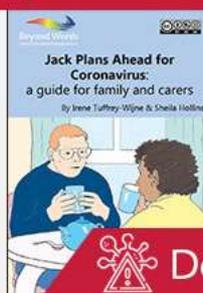
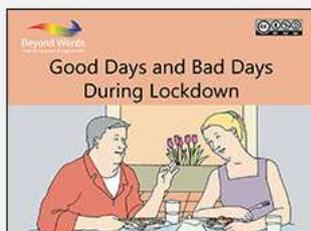
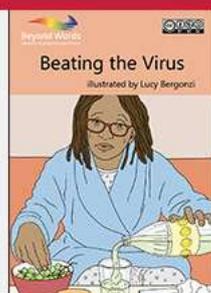
**Beyond Words** is a charity that provides books and training to support people who find pictures easier to understand than words. The resources empower people through pictures. There **are free downloadable** books to use if you feel you need to help your child understand what has happened over the last few months. The words without books allow the brain to deal with emotions more effectively than when it is used to decode print.

<https://booksbeyondwords.co.uk/>



HOME ABOUT SHOP DONATE BW STORY APP TRAINING BOOK CLUBS NEWS CONTACT

### Free resources to support people through the coronavirus pandemic



 Download here →

**Our learning environment is:  
POSITIVE and PURPOSEFUL**



## A message from Mrs. Waters: Butterfly Class



### **'Super Stratford'**

**A very big welcome to all the children who have started school in Butterfly Class this term. We have a very special topic to start us off, as we learn about, and welcome you into, our amazing school community!**

The focus of this term is to ensure that all the children are happy and settle into Butterfly Class and school life. We have a range of activities on offer, both indoors and outdoors. These form what we call 'continuous provision'. The children are able to access these activities/ learning experiences independently through play. The theme or the 'glue', which holds much of our learning together, this term, is the book 'Here We Are' by Oliver Jeffers. You may have it already, what a fantastic book!

In geography, we will learn about where in the world we are, using Google Earth, maps and globe to find the school, city, county, country and learn about the planet we live on. We will learn to explore our surrounding environment, looking at human and physical features and learning key geographic vocabulary. We will find out about the history of the school and how we became 'Super Stratford!'

In maths, we will be estimating, counting, reading, recognising and writing numbers. We will learn the names of 2D shapes and their properties. We will explore mark making through handwriting patterns and music. We will practise writing our names, captions and labels.

Using Talk for Writing, we will learn the story of 'The Three Little Pigs' and link this to learning about the properties of materials in science, when we recreate homes for the pigs!

We will explore autumn and animals that hibernate, especially those in our outside learning environment!

In P.E, we will learn to move with control, co-ordination, and practise using small and large equipment. In ICT, we learn to video in order to capture performances.



**Life in all its fullness  
Our commitment to learning is to make it ACTIVE and RELEVANT.**



## A message from Miss Smith: Owl Class

### “Here We Are”



The term, we are starting with a whole school project, studying the book “Here We Are” by Oliver Jeffers. It is a fantastic introduction to help us talk about ourselves and the world we live in. It will prompt us to think about all the people, animals, and plants we share Earth with.

Our PSHE will focus on similar themes, as well as thinking about our emotional well-being now we are back at school altogether. We will discuss our worries, our hopes and what we want to achieve this year. Individually and as Team Stratford!

In Geography, we are looking at our school grounds and the environment, which surrounds it. We will think about habitats and microhabitats. We will talk about different geographical features and study different maps of our school. This links with our History, where we are learning about the history of our school! Through photographs, old maps, and people’s experiences, we will learn about how life in Stratford-sub-Castle has changed over the years. It will be exciting to compare how differently things are done in school today with what the children used to do even a few years ago! **If you have any memories of Stratford-sub-castle Primary School from over the years, we would love to hear from you.**

In Maths, we are focussing on ‘place value’ and learning how to make numbers using different manipulatives and how to partition numbers in different ways. We will be learning our number bonds to 10 and 20, and identifying odd and even numbers.

Our Science is focussing on every day materials and their uses. We will compare, describe and experiment with different materials. In English, we will be reading and learning off by heart the story ‘The Three Little Pigs’. Using ‘Talk 4 Writing’, we will create our own tales using this as our inspiration. I am sure it will inspire some of our construction ideas as well as help us to explore efficient building materials!



## A message from Miss Robinson: Woodpecker Class

### 'Here We Are'

Welcome back!

This term Woodpecker Class will be starting with the book 'Here We Are' by Oliver Jeffers. We will be thinking about where we are in the universe and how we can look after our special planet and all the creatures living here.

In Geography, we will be considering our local area and learning about our surroundings. We will learn about the physical and human features of our surrounding area and look at maps of our school before creating our own. We will discover the different microhabitats around our school grounds and think about how we can help to conserve them.

As historians, we will be learning about the history of our school. We will be looking at how our school has changed since it has been open and learn from resources such as photographs, maps and school log books that date 100 years ago!

In Maths, we will be focussing on the place value of 2 and 3 digit numbers, representing numbers in different ways and comparing and ordering numbers. We will be revising counting in steps of 2, 5 and 10 before moving on to learning times tables. Science sees us learning about different types of rocks and soils and discovering how fossils are made!

In PSHE, we will be focussing on our emotional and mental well-being. We will think about our hopes and dreams for the future, and how we can face challenges with courage and calm any anxieties.

In PE, we will be practising and applying different ball skills, focussing on control when throwing, catching, bouncing and kicking. PE will be outside so please ensure you have warm PE kit and suitable shoes for the winter months!



**Life in all its fullness**

**Our commitment to learning is to make it ACTIVE and RELEVANT.**

## A message from Mrs. Wilson: Fox Class



# On the Home Front!

We're going back in time this term to look at some of the causes of World War II and what life was like for people in Britain during this time. We will explore life as an evacuee, a British soldier and look at the part Salisbury played in war.

We will use the book, 'Here We Are by Oliver Jeffers', to help us explore and reflect on how our lives have been impacted by the Pandemic. Our initial writing activities will be based on those reflections. We will then move on to the writing genre of Quest Tales where we will investigate the features of such tales and write our own Quest story. Our whole class read will be *Carrie's War* by Nina Bawden to help us understand how it felt to be an evacuee linking to our history topic.

Our first Maths focus will be place value – building on the children's previous knowledge and deepening that through reasoning-based activities. Towards the end of the term, we will begin addition and subtraction, looking at formal written methods, estimating answers and using the inverse operation to check answers.

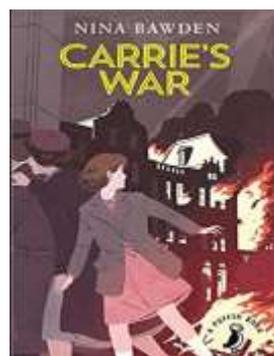
In Science, we will begin the term by looking at teeth followed by digestion. We will understand the different teeth humans have and their purpose, compare human and animal teeth, and understand the effect different liquids have on our teeth. We will then focus on the basic parts of the digestion system in humans, look at food chains and the role of different plants and animals within them and finally we will explore the different stages of the human timeline.

In RE, we will first focus on the religion of Judaism. We will consider the question: *How special is the relationship Jews have with God?* We will learn about what is an agreement, explore the covenant story of Abraham and the special promise God made and look at important Jewish artefacts in a Synagogue and in a Jewish home.

In computing, we will learn and enhance our word processing skills, becoming more fluent with a keyboard and some of the features of Word. In PSHE we will look at 'Being me in the world' where we will explore the job roles of those in our school, being a team, democracy in our school community and how our actions may affect others.

In art this term, we will be creating our own visual art journals about ourselves, exploring our emotions and using a variety of media. In Music, we will listening to and learning about the music used to boost the nation's spirits during World War II.

This term we will develop our winter games starting with Netball and health related fitness.



Life in all its fullness  
Our commitment to learning is to make it ACTIVE and RELEVANT.



## A Message from Miss Crook: Robin Class

### Magnificent Machines!

Flick the switch, turn the wheel, press the button – we're off for our learning adventure inspired by 'Magnificent Machines'.

In Science, we will learn about the wonderful machine of the human body. We will find out about the parts of the circulatory system; learn how nutrients are transported around our body; learn about the human body timeline; and the importance of leading a healthy lifestyle. We will learn about the scientific work of Dr Charles Drew. His work about blood transfusions during WWII was vital for saving the lives of injured soldiers.

In History, we will find out about life after World War II how Britain has changed over time. We will learn how technology and machines changed after the war and design our own 1950s inspired home! In addition, we'll learn about the Windrush Generation and why it was important for this country for people to come to the UK from the Caribbean in the 1950s.

We will learn how to create our own podcast in computing this term! We find out how to record our voices, add sound effects and more! In Music, we will be inspired by the sounds of machines to create our own pieces. We will learn how to use our bodies to create various sounds and effects.

This term in Art we will create our own visual art journals exploring emotions and our responses to recent times.

After half term in DT, we will learn about pulleys and gears to design and make our own mechanical machine inspired by the fairground.

In English, we will be reading the book 'War Horse' by Michael Morpurgo. We will also explore some of the many books Michael Morpurgo has written identify similarities and themes. In addition, in English, we will be writing our own quest tale this term as well as writing our own information texts.

In RE, we will first focus on the religion of Judaism. We will investigate the question: *How special is the relationship Jews have with God?* We will learn about the Covenant, the Ten Commandments and the Jewish place of worship, a synagogue. Later in the term, we will focus on Christianity and investigate the question – *How significant is it that Mary was Jesus' mother?*

In addition, this term, we will be practising ball skills for a variety of winter sports. Remember some warm clothes!

