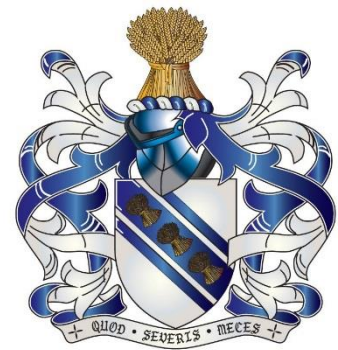


# New School Year

## 2023-2024





**Welcome back!**

# Class 1 Curriculum

At The Bliss Charity School we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative, topic-driven curriculum aims to deliver the national curriculum in an engaging, cross-curricular way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school.

Our curriculum is topic-based, with subject-specific content and objectives from the national curriculum threaded together into termly topics. While there is some discrete subject-based teaching, most learning is linked together through the topics for each term.

<i><b>Class 1</b></i>	<i>Scarecrows, Skeletons &amp; Me</i>	<i>Home Sweet Home</i>	<i>Paddington's Tour of the UK</i>	<i>Animal Rescue</i>	<i>The Tiny Seed</i>	<i>Ahoy There!</i>
						

# Staffing



Miss Churms



Mrs Mercer

There will be lots of information in this PowerPoint. It will be available on our class page on our website so you can refer back to it.

# Classroom Routines

What is a  
typical day like  
in class 1?



# Flexible Timetable (general overview -

subject to change)

Monday	Reading	Assembly	English	Morning Break	RWI	English	Lunch	Handwriting	Outdoor PE	Afternoon Break	Music	Home time and story time
Tuesday	Reading	Singing Assembly	Maths		RWI	Maths		Handwriting	Topic		Topic	
Wednesday	Reading	Picture News	English		RWI	English		Handwriting	RE		PSHE	
Thursday	Reading	Class assembly	Maths		RWI	Maths		Handwriting	Topic		Topic	
Friday	Reading	Celebration Assembly	Indoor PE		RWI	Computing		Handwriting library	Forest Friday		Group play	



# Enhanced Provision/busy learning/choosing time

- The start of the year follows on from the style of learning they had in Reception.
- This means children will have a short whole class teaching sessions in English, maths and topic, before they access the independent activities from around the room. These are often topic linked. They will then work with an adult in small groups to carry out more focused learning activities.
- Throughout the year, the continuous provision style of learning is slowly reduced and more formal whole class lessons are introduced.
- The timeline for this is altered each year depending on the cohort.
- This is done by the end of the year to ensure children are ready for their learning in Class 2.

## Activities

Exploring      Computers      Creative  
Reading      Role play      Puzzles  
Numicon      Numeracy activities  
Games      Science Investigation      Writing area  
School role-play      Construction  
Malleable/ modelling      Small world play  
Outside area

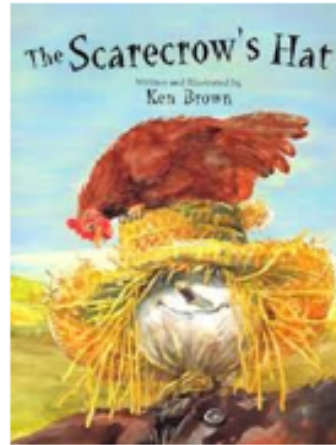
# Enhanced Provision

Red - Construction  
Orange - Maths  
Yellow - Writing  
Green - Role Play  
Purple - Creative  
Blue - Other



- It is the children's own choice which activities they access during the day. We do however encourage engagement with a range of tasks using 'rainbow challenges'. Each time a child completes an activity, they collect a coloured lolly pop stick which counts as an entry into a weekly prize draw.





Retell the story of The Scarecrow's hat using the puppets and props.

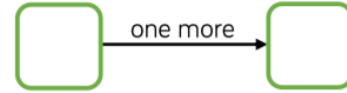


**Rainbow challenge – can you show how the characters might have felt?**

# Maths



Using number cards 0 to 10, how many different ways can you complete the boxes below?



Teddy rolls the number that is 1 more than the dice below.



He says that he rolls 2

Explain his mistake.

	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 term	Number <b>Place value</b> (within 10) FREE TRIAL VIEW					Number <b>Addition and subtraction</b> (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number <b>Place value</b> (within 20) VIEW		Number <b>Addition and subtraction</b> (within 20) VIEW		Number <b>Place value</b> (within 50) VIEW		Measurement <b>Length and height</b> VIEW		Measurement <b>Mass and volume</b> VIEW			
Summer term	Number <b>Multiplication and division</b> VIEW		Number <b>Fractions</b> VIEW		Geometry Position and direction VIEW	Number <b>Place value</b> (within 100) VIEW		Measurement Money VIEW	Measurement <b>Time</b> VIEW		Consolidation	

- We use lots of physical resources such as Numicon, counters, cubes and hundred squares.
- We follow the White Rose structure which teaches maths skills in blocks throughout the year. It is a mastery approach which encourages children to problem solve, reason and explain.
- Maths activities will be included around the classroom during enhanced provision.
- We track and reward children's progress with learning their number

Number Bonds to 5 +	
$\underline{3} + \underline{\quad} = 5$	$2 + 3 = \underline{\quad}$
$4 + \underline{\quad} = 5$	$5 + 0 = \underline{\quad}$
$0 + \underline{\quad} = 5$	$4 + 1 = \underline{\quad}$
$1 + \underline{\quad} = 5$	$2 + \underline{\quad} = 5$



**1-Minute Maths** 4★  
 White Rose Education Services Limited  
 Designed for iPad  
 ★★★★★ 4.5 • 64 Ratings  
 Free

## Counting in 2s

0		4	6	8	10		14
16		20		24		28	30

0		4		8	10	12	14
16	18	20		24	26		30

2	4		8	10		14	
18	20		24		28	30	

Counting in 2s - <https://www.youtube.com/watch?v=GvTcpfSnOMQ>

Counting in 5s - <https://www.youtube.com/watch?v=EemjeA2Djjw>

Counting in 10s - <https://www.youtube.com/watch?v=Ftati8iGQcs>

Number bonds - <https://www.topmarks.co.uk/maths-games/hit-the-button>

Number bonds - <https://whiterosemaths.com/resources/1-minute-maths>

# English

- All our English lessons are linked to the term's topic to make it more meaningful.
- Writing skills will be encouraged across the curriculum not just in English lessons.
- We learn simple writing skills such as spelling, punctuation and grammar.
- We will look at writing different genres and purposes for writing throughout the year. This will all be topic based to make it more interesting and meaningful

- Reading/ Sharing books

- **Roleplay/ Drama**

- Writing

- Sparkling starts

- Speaking and Listening






- **Handwriting (kinetic letters)**

All linked to our topic



































# Phonics

				
m	a	s	d	t

- We follow the Read Write Inc. phonics programme. This dictates the order in which sounds are learnt, the structure of each lesson and provides supporting materials.
  - Phonics is taught in short, daily and discrete sessions.
  - A sound will be introduced and children will get to practise it through speaking, reading and writing.
- We like to revisit sounds we already know and apply the sounds through games and in other reading and writing opportunities during the day.
  - Your child may be part of small group with adults across Year 1 and 2.
  - Some children may get some additional adult support with phonics during extra sessions in the week.
- There is a parent phonic information evening on Tuesday 26th September. We will go through phonic expectations in Class 1, how to support your child and the



Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 










Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

These are extra sounds that appear in the phonics screening, but are not covered by the original Read Write Inc phonics scheme. These are in addition to the set 1, 2 and 3 sounds.

 <p>cious tious</p> <p>Scrumptious delicious!</p>	 <p>tion</p> <p>Pay attention, it's a celebration!</p>	
 <p>ie</p> <p>Terrible lie!</p>	 <p>au</p> <p>Paul the astronaut</p>	 <p>e-e</p> <p>Go Pde and Steel</p>
 <p>kn</p> <p>Knock knock, who's there?</p>	 <p>ck</p> <p>Tick tick clock</p>	 <p>wh</p> <p>Whisk whisk</p>
 <p>ph</p> <p>Take a photo</p>	 <p>ue</p> <p>Come to the rescue!</p>	

# Forest Friday

- Every Friday afternoon we will head out to the outdoor classroom.
- There, we will carry out very practical learning that may link to the science, maths or topic learning from the week.
- It can get messy! So please can your child bring in a pair of wellies to be kept at school and make sure they always have a coat.

## Welly Wednesday





# Reading


- We include reading into our day through as many different ways as possible.
- An adult will hear your child read story books during Read Write Inc phonics sessions every day. This will not be recorded in their reading records.
- An adult will also read with your child in addition to this which will be recorded in their reading records.
- We have topic-linked books that are read to the children where we look at the story in more detail together.
- We also have stories and information books that we share with the children just for fun to promote and love of books.
- The app Teach you Monster to Read doesn't follow our phonics scheme, but is a really engaging phonics game. Log in information is in the first page of your child's reading record.

## Reading

**In school** .....

- Phonics
- Word games
- Red words
- Whole class texts
- Guided Reading
- Individual reading
- Peer reading/ paired reading
- Listening to stories
- Storytelling, roleplay, drama, puppets
- Poems and songs

Many of these can also be continued at home.





# What is my child bringing home? Read Write Inc. books and book bands

- In the first couple of weeks of school, we will be assessing the children's reading to send home appropriate books. Please bear with us while this is done.
- Children will receive a Read Write Inc. Book Bag book, which is phonics based and linked with the sounds they are learning at school. They will also receive a coloured banded book, which follows the school's reading ability system. This one is chosen by the child (within their band colour).
- Children may change their banded reading book when they choose (please remind them if they need to do this) throughout the week. Adults will be charged

The Book Band chart shows the expected level of Book Band progression throughout primary school.

Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6+
Lilac								
Pink								
Red								
Yellow								
Blue								
Green								
Orange								
Turquoise								
Purple								
Gold								
White								
Lime								
Brown								
Grey								
Dark Blue								
Burgundy								
Black								

W

Read Write Inc.

Phonics

Learning Individual sounds and building words

Ditty Stage - reading a few words together

Green Stage

Purple Stage

Pink Stage

Orange Stage

Yellow Stage

Blue Stage

Grey Stage

There is a charge of £4.75 to replace lost/broken RWI books.

Please note there is no correlation between the Read Write Inc. group colours and the Book Band Reading Scheme colours. They are separate programmes with separate colour progression.

# School Library books

- Children have the opportunity to use our school library every other week on a Friday.
- They will browse the books and choose one to take home.
- When they bring the book back every other Friday, they will get to take a new one home.
- This will very much be a sharing book and will not necessarily be phonics based.
- They do not need to have this book in their bag everyday for school, just on the Friday return day.

# Reading at home

- Reading can be best supported by encouraging lots of reading at home both independently and shared with siblings/ yourselves.
- **Research has shown that becoming a reader has little to do with reading difficult books and everything to do with the amount of reading a child does.**
- Reading is hard but stories are still appealing. **Share the reading, so children only have to do half the work.** If the reading is too hard but the story is too good, just read it to your child. **Listening to things being read encourages children to read well.**
- **Children are never too old to be read to! Reading to/with your child may allow them to access texts which they cannot access by themselves yet. These make great talking points and help them to develop a love for reading which they may not develop otherwise.**

# Reading Records

- Every child has received a new reading record. By the end of Year 1, your child can be responsible for filling it in themselves.
- Reading records contain lots of information pages for pupils and parents/carers, including:
  - *A guide to reading with your child*
  - *Questions to ask your child when reading together*
  - *Vocabulary building*
  - *Reading rewards*
  - *Behaviour and anti-bullying guidance*
  - *Metacognition and house points*
  - *School uniform*
  - *Multiplication tables*
  - *Kinetic letters*
  - *Packed lunch guidance*
- In Class 1, reading records will be checked every Monday. Children reading 5 times a week or more will move around our reading achievement board.
- Please ensure your child looks after their reading record. A replacement reading record will cost £3.00.



# The most valuable thing you can do with your child...Read!

'Children who read for pleasure are likely to do significantly better at school than their peers, making greater progress in mathematics, development of vocabulary and spelling.'

Sullivan & Brown, *Social inequalities in cognitive scores at age 16: The role of reading*, 2013





# Vocabulary building

Having a wide vocabulary is an expectation of the National Curriculum for both reading and writing.

It is really important that children begin to build their vocabulary from a young age.

When reading with your child, encourage them to spot new words – when you/they reach the end of a sentence or paragraph, ask them about interesting words:



Do you know what that means?  
What do you think it might mean?  
What do you think the word might mean in that sentence?

Encourage them to make a good guess by reading the sentence again – what might the word mean if it is being used in that way?

If they are not sure, you can explain or look together in a dictionary/ using a dictionary app.

Then why not see if you/ they can use the new word over the next few days?

Build a love of words and language together 😊



# Handwriting

At The Bliss Charity School we use the Kinetic Letters handwriting scheme.

Kinetic Letters is a holistic approach to handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall.

For young children, it is good fun too, as they learn letter formation stories for 'brave'

## Kinetic Letters

Helping your child at home with writing

### Making bodies stronger

Lie on tummy on the floor to read, write, play on electronic games, watch TV

Sit on the floor to play

Chair push-ups, pull-ups on monkey bars, the plank

Using scissors, knives and forks, playing clapping games

Using playdough and plasticine — rolling, pinching, squeezing using different parts of the hand

### Holding the pencil

Practice picking it up

Learn and practice the Pencil Checks

Use optimal sizes and shapes of writing tools (small diameter with triangular cross sections)

### Learning the letters and their families

Lower-case letters	
Jumper Family	h n m b r p
Abacadabra Family	c a o d s q g
Window Cleaner Family	l t i u
Fisher Family	y j f g
Squirtier	e
Slider family	k v w x z

Upper-case letters	
Straight lined group	I L E F H T
Curved line group	C O S G Q
Lines with Curves group	D P B R J U
Sliding lines group	A M N K W V Z X Y

### Using the tree

When practising writing, use a writing line and the tree symbol to give a guide for both where the letters start and their proportions.



[www.kineticletters.com](http://www.kineticletters.com)

©Kinetic Letters 2015

For more information, please see the Kinetic Letters page on our website:

<https://www.bliss.northants.sch.uk/index.php/pupils/kinetic-letters>

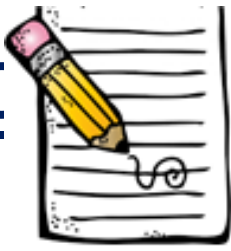
# PE

PE is on a Monday and Friday.

Please make sure your child comes to school in weather appropriate kit.



# Homework



## Phonics

Phonics homework is due on a Friday, but your children can bring it in early and place it in the 'homework drawer' in the classroom. Phonics homework will start after the phonics parent meeting.

## Maths

Weekly MyMaths homework will be set online on a Friday. Rewards will be given in an in celebration assembly for regularly completing this. The online homework provides two 'pages' of homework. I expect the first page to be completed. The 2<sup>nd</sup> 'page' however is more challenging as it is of an end of year 1 standard. Children can complete this if they wish, but it is not essential.

Information on how to log on is included on a separate letter. Log in details are also inside the first page in their reading records.

## Reading

Children are rewarded for reading at least 5x a week

# Phonics homework

Name \_\_\_\_\_

(Due back Friday)

Our focus sounds for this week are below. Practise writing them 3 times by each tree (three by the tree).

ay ee igh

## Word spotter

Can you spot which words are real and which are nonsense?

Fill in your key with a different colour for real words and nonsense words and then colour in the boxes.

Real Words ☐

Fake words ☐

high	jight	sight	bight
pight	quigh	dight	fight
sigh	yight	right	gight
thight	chigh	night	tight
light	might	high	tonight




← For some extra ay practise

Online Homework

Counting forwards to 10

Menu

Q1 Q1 – Counting objects up to 10

Fill in the missing numbers and Numicon shapes. 

[6]

Q1

0  
6


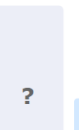


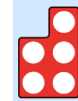





Q2


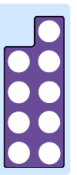
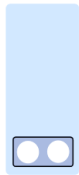
0  
5

No calc

Total

0  
11

Mark it



# Behaviour and anti-bullying

Pupil conduct and behaviour at The Bliss Charity School is very good and the children all get along really well with each other the vast majority of the time.

However, there will be occasions when pupils 'fall out' and someone becomes upset.

When this happens, it is important for both children and parents/carers to respond in the correct way so that any issues

Children ...
<ul style="list-style-type: none"><li>Follow the school's 'RESPECT Rules' at all times and use the skills and attitudes from our metacognition programme to help you get along with others. Remember to treat classmates and other pupils how you would like to be treated yourself.</li><li>Remember that 'falling out' is part-and-parcel of growing up. While no-one likes being upset, you and the person/people who has upset you are probably still friends really and this disagreement will more than likely just be a temporary one. Try not to overreact as it may ruin your friendship.</li><li>Be open and honest about anything you may have done (there usually are two sides to every story).</li><li>Recognise the difference between someone being nasty to you once and bullying. Think about our anti-bullying assemblies and remember our <b>STOP</b> message: <u>S</u>everal <u>T</u>imes <u>O</u>n <u>P</u>urpose.</li><li>Trust the adults in school to deal with your concerns – things can always be sorted out once adults in school know what is going on. Again, remember our <b>STOP</b> message: <u>S</u>tart <u>T</u>elling <u>O</u>ther <u>P</u>eople.</li></ul>

<ul style="list-style-type: none"><li>Don't wait to tell someone! Tell someone in school <u>the moment</u> it happens – don't wait until you go home as this just slows things down. If you tell an adult in school immediately, they can investigate it properly while other children are still around and things may have been seen/heard – and remembered – by others.</li><li>Be brave enough to deal with situations on your own. Can you use any of our metacognition skills and attitudes? For instance, resilience and empathy may be needed if someone is just being 'a bit irritating', whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school yourself.</li></ul>

Parents/Carers ...
<ul style="list-style-type: none"><li>Remember that 'falling out' is part-and-parcel of growing up. While it is not nice to see your child upset, it is important not to overreact or have a 'knee-jerk' response. The best thing to do is to share the information your child has reported to you the next day with the class teacher. Class teachers are the best people to talk about behaviour issues. If the situation does not get resolved satisfactorily, a senior leader can be involved alongside the class teacher.</li><li>Be open to the possibility that your child may have done something too (there usually are two sides to every story) and that you may not have all the facts. Children can misunderstand situations and sometimes only report things from 'their point of view'.</li><li>Recognise the difference between an isolated incident of spitefulness and bullying (see below). At Bliss, bullying is defined as <i>'deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves'</i>. Thankfully, genuine cases of bullying at our school are very, very rare. Applying our <b>STOP</b> message (see below) helps both children and adults see what bullying is and what bullying is not.</li><li>Trust that the adults in school have the ability – and the experience – to deal appropriately with misbehaviour. School staff will always try to resolve incidents they become aware of and, if the incident is deemed serious enough to include home, a phone-call will be made to discuss the issue with the parents/carers of all involved.</li><li>Encourage your child to report any concerns they have directly and immediately to adults in school – children need to report any issues they have 'in the moment' and not wait until they get home. It is much more difficult for school staff to deal with things 'after the event'.</li><li>Empower your child to deal with situations independently through the development of our metacognition skills and attitudes. For instance, resilience and empathy may be needed if someone is just being 'a bit irritating', whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school themselves.</li></ul>

For more information, please download copies of our Behaviour Policy and our Anti-Bullying Policy on our school website: [www.bliss.norhants.sch.uk/index.php/information/behaviour](http://www.bliss.norhants.sch.uk/index.php/information/behaviour)

# Classroom Uniform

## Top:

- Royal blue, crew-neck jumper with the school logo.
- Royal blue fleece with the school logo.
- Royal blue cardigan with the school logo.

## Shirt:

- School logoed polo shirt: white or royal blue (preferred item).
- White shirt or white polo shirt (permitted item).

## Bottom:

- Black or grey trousers.
- Black or grey knee-length skirt.
- Black or grey pinafore dress.
- Black or grey smart shorts.
- In the summer, blue and white checked summer dress.



## Footwear:

- Clean, flat, black shoes with no visible branding.
- Black or grey tights. Black, grey or white socks.
- Trainers to change into at break/lunchtime (optional).

## Hair:

- Long hair (shoulder length or longer) should be tied back with simple accessories.
- No extreme haircuts.\*

## Other:

- Book bag with the school logo (preferred item).
- Ruck-sack or draw-string bag for other items (e.g. PE kit).
- Warm, waterproof coat for cold/wet weather.
- Cap, or summer hat, for sunnier weather (outdoor use only).

\* 'Extreme' haircuts are those considered by the school to be significantly different so as to cause distraction to others; and not in keeping with the school's smart ethos. These may include: tram-lines, or designs cut/shaved into the hair; or brightly-coloured dyed hair (this is not an exhaustive list).



# PE Uniform

## Top:

- White, logoed PE t-shirt (preferred item).  
or
- Plain, white t-shirt (permitted item).
- Logoed, house-coloured t-shirts for PE are also available (preferred items):
  - Fire (red)
  - Water (blue)
  - Earth (green)
  - Air (yellow)

## Other:

- *Outdoor PE:* A plain, blue or black sweatshirt or tracksuit top and jogging bottoms can be worn for outdoor PE in cold weather. Logoed tracksuits are available from the school's uniform supplier (optional). A cap and sun protection lotion for sunnier weather.



## Hair:

- Long hair (shoulder length) must be tied back with simple accessories.

## Jewellery:

- No jewellery – including earrings – should be worn for PE. Pupils should be able to remove their earrings for this lesson or not wear earrings on PE days.\*

## Bottom:

- Plain, blue or black shorts.
- Black, blue or white socks.

## Footwear:

- Clean, trainers or plimsolls. Football boots can be worn on the grass.

\* Where an item of jewellery cannot be removed then it is the teacher's responsibility to try to establish a safe situation to enable participation. Where safe participation cannot be assured, the pupil cannot take part in that element of the lesson.



# Lunchbox Guidance



At The Bliss Charity School we support healthy eating and good hydration. Both help children to concentrate, learn and to develop lifelong healthy habits.

Our information sheet in the reading record gives guidance on packing up a school lunch for your child.

“Brilliant Lunchbox Basics” tells you what to include daily in your child’s lunchbox and “Lunchbox Limits” tells you the foods we are asking not to be provided.

## **Brilliant Lunchbox Basics – Include daily**

**Starchy food** – This could be bread of any type used in sandwiches or rolls or it could be pasta, couscous or rice used in a lunchbox salad or other main dish. Try wholemeal when possible.

**Protein** – Add a protein food as a filling for sandwiches or ingredient in a lunchbox salad or other main dish. Examples are chicken, turkey, ham, tuna, salmon, egg, Quorn or houmous. Cheese is a good sandwich filling but perhaps not every day – using these other protein foods helps deliver a wider range of nutrients.

**Vegetables** – Aim for 1-2 vegetables in the lunchbox each day. Include cucumber, tomatoes, carrot, sweet peppers, celery, salad or sweetcorn.



## **Brilliant Lunchbox Basics – Include daily**

**Fruit** – Include 1-2 portions of fruit. Popular choices are apple, banana, orange, grapes, kiwi, pear and berries. Try dried fruit like raisins and apricots or fruit bars containing 100% dried fruit.

**Dairy/dairy alternatives** – Try one option from this group in the lunchbox each day. This could be cheese (including processed cheese), yogurt, dairy free yogurt or dessert.

**Drinks** – Pack a drink of water. Add flavour with a slice of lemon, orange or lime. Try and move away from squashes to plain water; start this by making squashes very dilute.

Providing these lunchbox basics should provide a filling lunch but if your child has a big appetite, you could include some fruit or malt loaf, cereal bars, scones, teacakes, flapjacks, plain pancakes or fruit cake.



## **Lunchbox Limits – Please do not provide**

Whilst we recognise that all food groups can be enjoyed in a balanced diet, we suggest that these foods are not provided in a school lunch box. We wish to help children develop lifelong healthy habits and so want to help children move away from these unhealthy choices:

Sweets including sweets from fruit concentrate (fruit strings/ fruit winders).

Chocolate including chocolate bars and chocolate spread.

Crisps, sweetened popcorn or sweetened rice snacks.

Fizzy drinks, juice drinks or sports drinks.

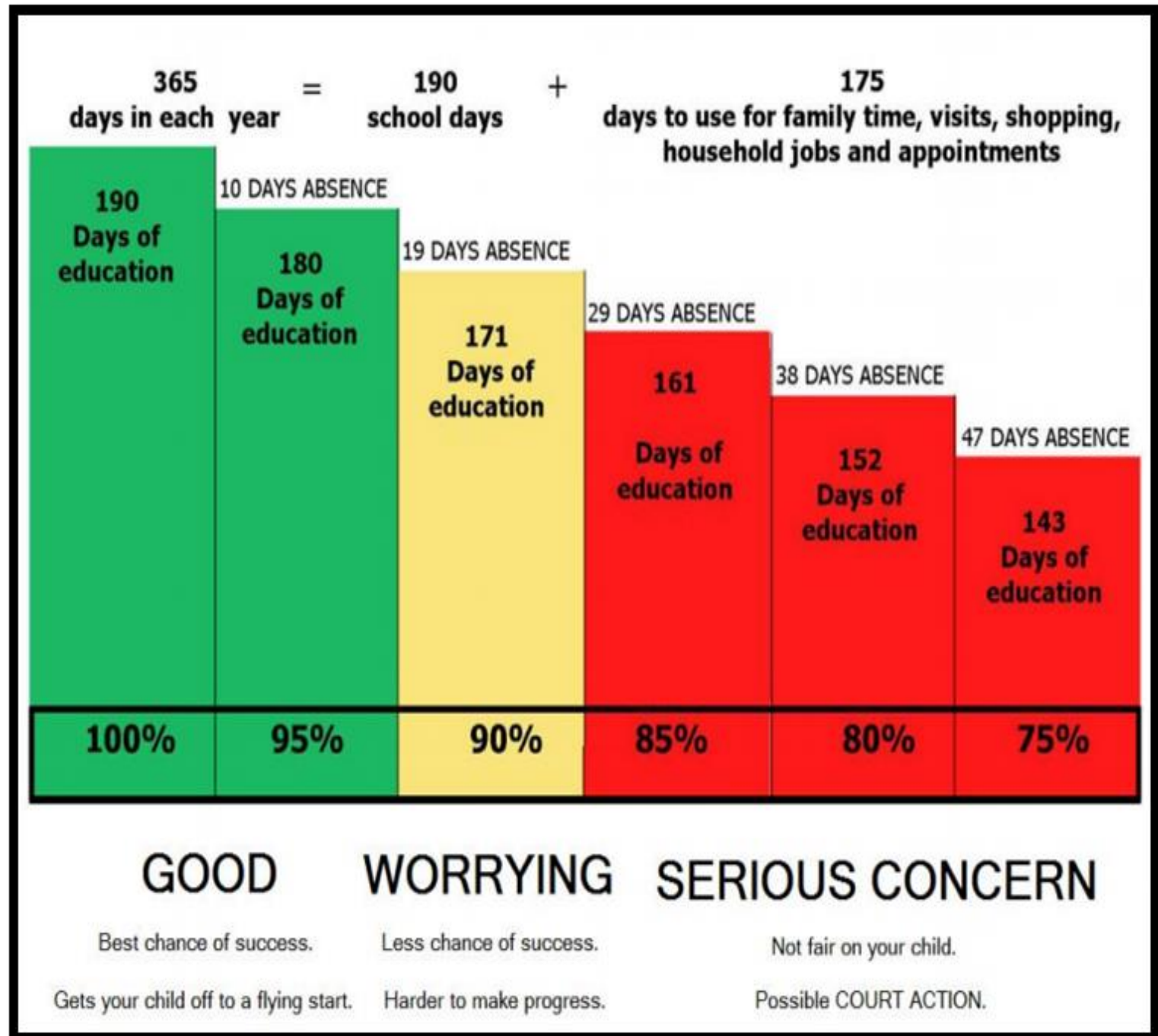
Nuts or peanut butter (due to the risk to those with allergies).



# Attendance

Children with high attendance achieve more. This is because they can build on their learning progressively.

Whilst children do sometimes have to be off of school because of illness



# Metacognition

“Thinking about thinking” – developing children’s skills and attitudes as learners so they can problem solve, be independent and feel equipped to tackle challenges.

Encouraging them to take responsibility for their own learning and to become more self-motivated as a result.

All skills and attitudes are displayed in the classroom and will be linked in to lessons.

Children will be given a token when they display a skill or attitude in the classroom, in their work or around the school/ in the playground.

10 tokens in total = a certificate in assembly; 3 tokens for each individual skill or attitude = sticker on their record card, presented in assembly.

# Attitudes

## Bliss School Metacognition Project

Curious



Empathetic



Enthusiastic



Independent



Open minded



Pride in myself  
and others



Reflective



Resilient



Responsible



Risk Taker





# House points



- House points are awarded for a variety of things, including anything that matches our RESPECT rules.
- Weekly totals are given in assembly and a trophy is awarded to the winning house each term with a chance to win the house shield at the end of the year.

## Snack time

Children are provided with a healthy snack to have in the school.



## Finally... toilets!

Children are always allowed to go to the toilet once they have asked an adult.

**If you know your child has the odd accident, please bring in some spare clothes that can be discretely kept on their peg.**

# Where to find more information on the school's curriculum



**The Bliss Charity**  
Primary School

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Key School Information

Admissions

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**Curriculum**

Data Protection

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SEND (Special Education Needs)

Sports Premium

Useful Weblinks

Art

Computing

Design and Technology

Geography

History

Languages: French

Kinetic Letters

Mathematics

Phonics

PSHE

You are here: [Home](#) » [Information](#) » Curriculum

## CURRICULUM AT BLISS – 2022 / 2023

### The Curriculum at The Bliss Charity School

- **Intent** – *How is the curriculum at Bliss designed and why has it been structured in this way?*

The main purpose of curriculum is to build up the content of long-term memory (the 'Schema') so that when asked to think, they are able to think in more powerful ways because what is in the long-term memories makes their short-term memories more powerful. That is why

The curriculum at The Bliss Charity School delivers the aims of the [Early Years Foundation Stage Framework](#) and the [National Curriculum](#) in a thorough and engaging way. We use termly, over arching topics to deliver some of our subjects in a cross-curricula approach. Other subjects are taught discretely. We strive to give pupils a broad and balanced education, as well as a range of enriching and memorable learning experiences.

Underpinning the curriculum at Bliss is the school's unique 'Metacognition Programme' which has been specifically designed to enable pupils to maximise their learning potential and develop the cultural capital needed to self-regulate and succeed as both learners and members of modern Britain.

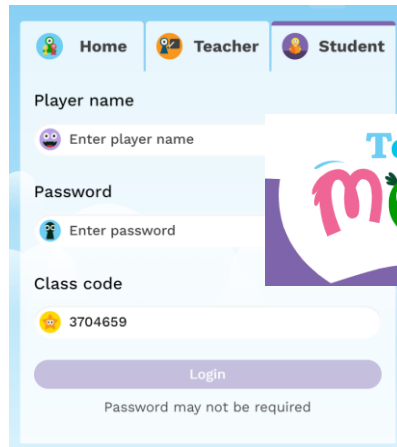
**Attitudes**

Bliss School Metacognition Project

**Skills**

Bliss School Metacognition Project





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Enter player name

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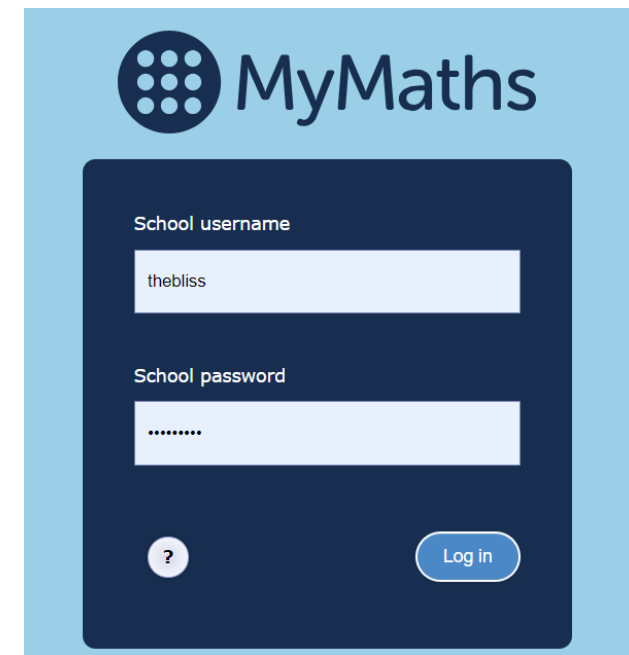
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Counting in 10s - <https://www.youtube.com/watch?v=Ftati8iGQcs>

Number bonds - <https://www.topmarks.co.uk/maths-games/hit-the-button>

Number bonds - <https://whiterosemaths.com/resources/1-minute-maths>