



St Leonard's C.E. Primary School

"Nurturing Faith and Inspiring Success"



Mitcham Lane, Streatham, SW16 6NP
Telephone: 020 8769 2712 Fax: 020 8664 6025
www.st-leonards.lambeth.sch.uk
Email: mgr@st-leonards.lambeth.sch.uk

Headteacher: Mr Simon Jackson BAQTS (Hons) NPQH
Deputy Headteacher: Mrs Laura Akhtar BA(Hons) PGCE

15th July 2020

Plans for September

Dear Parent / Carer,

We have carefully considered how we wish to proceed in September and are now in a position to share these plans with you. Naturally, all of these plans are subject to change should we need to respond to any changes in government guidance which may be issued.

Common questions which schools are being asked are listed below along with the response which is specific to our school. Before reading these, I'd like to draw your attention to the following statement within the government's guidance:

"There cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk."

Taking this into account, please be assured that the school's leaders have considered every aspect of our plan with the aim of doing what is right for St Leonard's in terms of its building and grounds, as well as its community of learners, educators and families.

When will the school term begin?

As mentioned previously, parent conferencing will take place from the 2nd – 4th September. The first day of term **for pupils in Years 1- 6 will be Monday 7th September**. Parents of children starting in Reception will be contacted individually for their child's start date. **Nursery will begin on Monday 21st September.**

Will there be a staggered start to the school day?

No. We will operate the *rolling start* we operated previously. Gate 1 will open from 08:30. The school's doors will open at 08:40. Children must be in their classroom for 08:55. We consider the risk posed by traffic on Mitcham Lane to be greater for children than the transmission of the virus. With 197 of our population being made up from siblings, having a staggered start would create more problems than it would solve.



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Will there be a staggered end to the day?

As usual, infants will finish at 3:15pm and juniors at 3:20pm. However, this practice may be amended should extra controls be required.

Should face coverings be worn?

The wearing of face coverings is currently at the discretion of the individual. However, **we would ask that all adults are in possession of a face covering when on site so that they can be used should social distancing be difficult to maintain, particularly at the end of the day.** This guidance may well have changed by **September**. Children will not need a face covering for use within the building, in accordance with the government's guidance.

Will temperatures be taken prior to children entering school?

No – in accordance with the government's guidance. However, please do not bring your child to school if they have a temperature.

What additional controls will be in place for parents and carers?

The purpose of any control is clear: to keep everyone as safe and reassured as possible. **Parents and carers will not be able to enter the building**, as the greatest risk of spreading the virus remains via adult transmission. We would respectfully ask that parents respond quickly to direction from school staff so that the fewest possible number of adults are on site at any one time. Please do not stop for conversations with other parents and carers within the school or by its gates, particularly at the end of the day. Parents may make queries at the school office but the screen may remain closed during conversations.

In the early days of term, there may be additional controls introduced such as specific drop off points within the playground. This situation will be kept under review.

Will my child be placed in a *bubble*?

It is important that we try to minimise the risk of transmitting the virus. This means that we need to do what we can to isolate groups. However, with 197 siblings, it is clear that the class *bubble* strategy would be ineffective at St Leonard's. As such, we will divide the school into four *areas* based on their location within the school.

- Area 1** – Nursery (self-contained and isolated)
- Area 2** - Reception & Year 1 (2016 building ground floor)
- Area 3** – Years 2, 3 & 4 (2016 building upper floor)
- Area 4** – Years 5 & 6 (1968 building)



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These areas have been created on the understanding that, with all pupils back, it is not possible to prevent children from these classes coming into contact with each other as they share key facilities. Also, if we had more groups we would be serving lunch all day!

Will there be additional controls within the classroom?

All staff have been consulted regarding matters of health and safety. They are also aware of advice contained within the government's guidance in relation to matters such as seating and placement of furniture. Teachers *may* decide to adapt certain aspects of their provision in response to the latest guidance.

What hygiene measures are in place?

Hand sanitising stations are in all classrooms and in other key areas. Children will be encouraged to clean their hands regularly.

The school has increased the number of cleaning hours and an additional cleaner will be on site during the school day wiping down high risk surfaces such as doors.

As well as the contracted daily cleaning, the school has bought a chemical fogging machine to use at the end of the school day. Early Years' rooms will be *fogged* each day and other rooms will be treated on a rota basis.

What if an adult or a child in school displays symptoms?

In the event of someone showing symptoms of coronavirus, they will be isolated and required to leave the site at the earliest possible time. A test must be arranged. Should the test result prove positive, the entire school community would be informed. Pupils and adults from that *area* would have to isolate from school for 14 days. In this circumstance, teaching and learning would take place via Google Classrooms (*information about this provision will be issued in September*).

What if a child or someone else in your household displays symptoms at home?

It is vital that no one enters the school site who is either displaying symptoms or who lives with someone displaying symptoms. Please keep your child off school until a test has been carried out on the person affected and the result has been declared. In the event of a positive result, the child would need to remain absent from school for 14 days.



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What will the curriculum look like for my child?

As mentioned in an earlier update, it will be the children's stamina rather than their knowledge that will have been most affected by their time away from school. Therefore, we have given very careful consideration to the sequence of learning and the level of stamina required.

In English, we have adapted the teaching sequence so that children will begin by writing in genres that are shorter in their composition. We will build up to longer forms of writing such as stories as the autumn term progresses.

In maths, we have completed a review of the teaching that has been missed. These elements will be prioritised in September. We will then be focusing on basic number and arithmetic rather than shape, space and measures for the rest of the autumn term.

In IPC, the children will be starting the year with a whole school focus on how our brains work and how we can practise skills to help us become better learners. We will also look at ways to help our brains wake up by creating a stimulating learning environment. We will explore how to facilitate the process through which the children are able to make connections with skills and knowledge learnt in previous years. This *Brainwave* unit will be creative, challenging, experiential and above all, fun and stimulating!

The subsequent Unit of Learning for the rest of the term has a key foundation subject (not English, maths and science) as its focus. The learning will be cross-curricular where possible and the children will continue to develop new skills and acquire new knowledge as well as drawing from previous learning.

We will have a particular focus on "International Learning," which is a familiar aspect to the IPC learning process. This will provide a cultural balance within a historical context, celebrating the wealth of diversity within our school community and, indeed, globally.

In response to the current extraordinary circumstances in which we find ourselves, there will also be an emphasis on the social and emotional aspects of learning, drawn from *Jigsaw*, our Personal, Social, Health and Economic whole-school programme. Each of the IPC Units of Learning offered to the children across the school this term will provide a vehicle for ensuring that the individual child's well-being is being nurtured.

The IPC outlines from Early Years through to Year 6 are included below. Thanks to Mrs Santoro for preparing these.



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EYFJ IPC Autumn 2020	
This year the focus across the school will be closely connected to the Physical Social and Health and Economic (PSHE) elements of learning. We are also creating opportunities for extending our international learning through continuing to celebrate the rich cultural diversity in our school and community and drawing from the wealth of support around us.	
Nursery focus for learning Family and Friends	
The focus for learning will be:	<ul style="list-style-type: none"> My School Family My Family – relationship My Family Being part of God's family
The focus for PSHE learning will be:	Demonstrating friendly behaviour by discussing and demonstrating how to be friendly. Showing confidence in asking adults for help Initiating play by offering cues to peers to join them Demonstrating and encouraging group play - showing confidence to talk to other children and communicate freely about their home and country. Talking about their families - playing in a group initiating and extending play ideas, role play Taking turns and sharing resources Having opportunities to play together with lego, mobilo, small world equipment. Being aware of own feelings and knowing that some actions and words can hurt other's feelings Reading a story and discussing how the characters feel; what are nice things we can say? Understanding wishes may not always be met Discussing ways of keeping calm when you can't do what you want to do.
International learning will include:	Knowing some of the things that make us unique. Talking about what they look like- Self-portraits. Expressing what they are good at playing with in the nursery. Showing an interest in different occupations and ways of life. Talking about some of the similarities and differences in relation to friends and family. Discussion based on, "Who is in my family?" Recognising and describing special cultural events/ times for family or friends.
Cross cultural connections:	An International Family Picnic – Invite parents in for a 'stay and play' and eat together
Reception focus for learning All About Me	
The focus for learning will be:	<ul style="list-style-type: none"> Myself My feelings My body My senses Similarities and differences My family including extended family
The focus for PSHE learning will be:	Becoming confident in new social situations. Becoming confident to talk to other children when playing, and communicate freely about own home and community. Being aware of own feelings, and knowing that some actions/words can hurt others' feelings. Beginning to accept the needs of others, take turns/share resources. Beginning to understand 'why' and 'how' questions.
International learning will include:	Showing an interest in the lives of people who are familiar to them and others. Remembering and talking about significant events in their own experience. Commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world and also other parts of the world
Cross cultural connections:	Welcoming in parents for a "Stay and Play" session to discuss the learning



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Year 1 IPC Autumn 2020	
<ul style="list-style-type: none"> The children will be starting the year with a whole school focus on how our brains work and how we can practise skills to help us become better learners. We will also look at ways to help our brains "wake up," by creating a stimulating learning environment. We will explore how to facilitate the process through which the children are able to make connections with skills and knowledge learnt in previous years. This "Brainwave" unit will be creative, challenging, experiential and above all, fun and stimulating! 	
Unit- Brainwave	
Our brain is special because we can use it to learn lots of new and different things every day, enabling us to gain the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve the way that we learn, we will be better equipped for meeting the many challenges ahead of us.	
Learning goals: Children will be finding out:	<ul style="list-style-type: none"> How the brain works About the personal goals that help us to become better learners How to find out facts to prepare for a special challenge How to learn and practise skills for a special challenge How to record how well we are learning How to use what we have learned to create our own special challenge How to wake up our brain How to look after our brain How to design a classroom for learning
Unit- Magic Toymaker	
Focus	History
Learning goals: Children will:	<ul style="list-style-type: none"> Know stories about a range of people who have lived in a variety of cultures in the past Know about a range of events that have happened in the past Be able to ask and answer questions about the past Be able to use key words and phrases relating to the passing of time Be able to order events and objects into a sequence Be able to identify differences between their own lives and those of people who have lived in the past Be able to find out about aspects of the past from a range of sources of information Be able to communicate their historical knowledge and understanding in a variety of ways Understand that the past is represented in a variety of ways
International learning goals; Children will:	<ul style="list-style-type: none"> Know about some of the similarities and differences between the lives of children in our country and our linked country Be able to respect one another's individuality and independence Be able to work with each other where appropriate
NC P of S Children should:	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Cross cultural connections: COUNTRY WE LINK WITH	TANZANIA- Mlimwa- Partner school
Other links	<p>The children will also make cultural connections with their own home country by asking parents and grandparents to provide information about toys and games played in the past in their own country. Research with parents and teacher</p> <p>Ask parents from other countries to send in toys and games that they played when they were younger. Connect with our Tanzanian partners to share games that they play- instructions on how to make them and rules of the games. Children to learn about the history of games in our partner school. (eg Mancala, oldest recorded game in world.) Likewise, children to send details of their favourite games.</p>
	<div>Football made from plastic bags- Tanzania</div> <div>Mancala- oldest traditional game in Tanzania</div>
PSHE connections "Being Me in My World"-	<p>The children will be discussing how they are similar or different from their peers. They will talk about how they are the same or different from their peers in our linked country. They will devise a set of questions to ask their peers!</p> <p>Mlimwa comparing games. They will consider the following:</p> <ul style="list-style-type: none"> I can tell you some ways I am different from my friends I understand these differences make us all special and unique



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Year 2 IPC Autumn 2020	
<ul style="list-style-type: none"> The children will be starting the year with a whole school focus on how our brains work and how we can practise skills to help us become better learners. We will also look at ways to help our brains "wake up," by creating a stimulating learning environment. We will explore how to facilitate the process through which the children are able to make connections with skills and knowledge learnt in previous years. This "Brainwave" unit will be creative, challenging, experiential and above all, fun and stimulating! 	
Unit- Brainwave	
Our brain is special because we can use it to learn lots of new and different things every day, enabling us to gain the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve the way that we learn, we will be better equipped for meeting the many challenges ahead of us.	
Learning goals: Children will be finding out:	<ul style="list-style-type: none"> How the brain works About the personal goals that help us to become better learners How to find out facts to prepare for a special challenge How to learn and practise skills for a special challenge How to record how well we are learning How to use what we have learned to create our own special challenge How to wake up our brain How to look after our brain How to design a classroom for learning
Unit- People of the Past	
Focus	History
Learning goals: Children will:	<ul style="list-style-type: none"> Know stories about a range of people who have lived in a variety of cultures in the past Know about a range of events that have happened in the past Be able to ask and answer questions about the past Be able to use key words and phrases relating to the passing of time Be able to order events and objects into a sequence Be able to identify differences between their own lives and those of people who have lived in the past Be able to find out about aspects of the past from a range of sources of information Be able to communicate their historical knowledge and understanding in a variety of ways Understand that events and people's actions have causes and effects Understand that the past is represented in a variety of ways
International learning goals: Children will:	<ul style="list-style-type: none"> Be able to respect one another's individuality and independence Be able to work with each other where appropriate
NC P of S Children should:	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Cross cultural connections: COUNTRY WE VISIT IN THIS UNIT	<p>JAMAICA</p> <p>The children will focus on the lives of famous people from Jamaica- Children from Jamaica can prepare interview questions for their relatives.</p> <p>Focus on famous Jamaicans- Mary Seacole- compare her life with that of Florence Nightingale</p> <p>Address complex issues from the past- Rosa Parks - Afro American</p> <p>Celebrate the skills and talents brought Bob Marley, music, Usain Bolt, Shelly-Ann Fraser-Pryce sport,</p> <p>Jamaica was claimed by Spain after Christopher Columbus landed there in 1494. Then English ruled in 1655 before gaining independence in 1962- focus on its independence and the rich diverse we enjoy today</p> <p>Ask children/teachers to provide stories about their families' historic journeys</p>
PSHE connections "Being Me in My World"-	<p>The children will be discussing how they are similar or different from their peers. They will talk about how they are the same or different from their peers in our linked country. They will celebrate differences and demonstrate ways of affirming those around them and in partner school. (See IPC learning.) They will consider the following:</p> <ul style="list-style-type: none"> I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her



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Year 3 IPC Autumn 2020	
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Unit- Brainwave	
Learning goals: Children will be finding out:	<ul style="list-style-type: none"> How different people learn About the importance of practice when learning a skill How the brain works How to make connections in our learning How we can share our learning with others Why it is important to learn from other children and cultures around the world How positive thinking can help us to succeed How to look after our brain How to design a school for learning
Unit- Living Together	
We all belong to many different communities – family, friends, sports teams, activity groups, etc. However, there is one thing that every community has in common – people. We must learn how to respect, support and work with other people if we hope to become valuable contributors to the communities that we are a part of	
Focus	Geography
Learning goals: Children will:	<ul style="list-style-type: none"> Know how particular localities have been affected by human activities Know how the nature of particular localities affect the lives of people Be able to use geographical terms Be able to describe the main geographical features of the area immediately surrounding the school Be able to make simple maps and plans of familiar locations Be able to use maps at a variety of scales to locate the position and geographical features of particular localities Be able to use secondary sources to obtain geographical information Be able to express views on the features of an environment and the way it is being harmed or improved Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features Understand how places fit into a wider geographical context
International learning goals; Children will:	<ul style="list-style-type: none"> Know about some of the similarities and differences between the different them and the country visited Know about ways in which these similarities and differences affect the lives of people Be able to identify activities and cultures which are different from but equal to their own
NC P of S Children should:	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Cross cultural connections: COUNTRY WE VISIT IN THIS UNIT	EGYPT The children will use the ODDI2ZI website ("Looking at a country close up") to generate a bank of Q and As related to this country. They will use the questions to generate a questionnaire for their own families, related to life, culture, climate, religion and celebrations. There will be a celebration as the Exit Point to share our similarities and differences.
PSHE connections "Being Me in My World"-	<ul style="list-style-type: none"> I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels



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Year 4 IPC Autumn 2020	
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Unit- Brainwave	
Learning goals: Children will be finding out:	<ul style="list-style-type: none"> How different people learn About the importance of practice when learning a skill How the brain works How to make connections in our learning How we can share our learning with others Why it is important to learn from other children and cultures around the world How positive thinking can help us to succeed How to look after our brain How to design a school for learning
Unit- Different Places, Similar Lives	
People lead different lives. Even people in the same country, the same town or the same street can have different lifestyles. But they can have things in common, too – they can both like the same food or football team! We are going to find out about things that make us different and things that make us the same.	
Focus	Geography
Learning goals: Children will:	<ul style="list-style-type: none"> Know how the nature of particular localities affect the lives of people Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there Be able to use geographical terms Be able to make simple maps and plans of familiar locations Be able to use maps at a variety of scales to locate the position and geographical features of particular localities Be able to use secondary sources to obtain geographical information Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features Understand how places fit into a wider geographical context
International learning goals: Children will:	<ul style="list-style-type: none"> Know about some of the similarities and differences between the different them and the country visited Know about ways in which these similarities and differences affect the lives of people Be able to identify activities and cultures which are different from but equal to their own
NC P of S Children should:	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Cross cultural connections: COUNTRY WE VISIT IN THIS UNIT	TANZANIA Children will create a video of their school, what life is like at our school in all areas. Mlimwa Primary will send a video to class 4- We will investigate the impact of climate on the culture and devise an interview for the teacher in Mlimwa- (video link?) Make comparisons between our own lifestyle in our own community and also compare with the lives of our Tanzanian friends. Celebrate what makes each community similar and diverse.
PSHE connections "Being Me in My World"-	<ul style="list-style-type: none"> I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are



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Year 5 IPC Autumn 2020	
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Unit- Brainwave	
Learning goals: Children will be finding out:	<ul style="list-style-type: none"> About different methods of teaching and how we like to learn About some of the different areas of the brain How information gets into the brain How relaxation can help prepare us for learning How we can improve our memory How positive thinking can help us to succeed How we can support each other to achieve our goals How we can become more active global citizens
Unit- Moving People	
Sometimes people choose to move, sometimes this movement is forced upon them. Both can have an impact on the societies and places that they leave behind, and those that they join at their journey's end	
Focus	Geography
Learning goals: Children will:	<ul style="list-style-type: none"> Know that the study of geography is concerned with places and environments in the world around them Know about the main physical and human features and environmental issues in particular localities Know about similarities and differences between particular localities Know how people affect the environment Be able to enquire into geographical factors and their effects on people's lives Be able to use a variety of sources to gather geographical information Be able to collect and record evidence to answer geographical questions Be able to identify geographical patterns and to use their knowledge and understanding to explain them Be able to use appropriate techniques to gather information Be able to make plans and maps in a variety of scales using symbols and keys Be able to use and interpret globes and maps in a variety of scales Be able to use maps in a variety of scales to locate the position and geographical features of the host country and town, their home country and town, other countries and towns in which they and their peers have lived Be able to explain how places are linked through movement of goods and people Be able to communicate their knowledge and understanding of geography in a variety of way
International learning goals: Children will:	<ul style="list-style-type: none"> Know about the key features related to the lives of people in their home country and, where appropriate, their parents' home countries Know about the key features related to the lives of people in the host country and/or, where appropriate, other countries in which they have lived Know about ways in which the lives of people in the countries they have studied affect each other Know about similarities and differences between the lives of people in different countries Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups Be able to identify ways in which people work together for mutual benefit Understand that there is value both in the similarities and the differences between different countries
NC P of S Children should:	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Cross cultural connections: COUNTRY WE VISIT IN THIS UNIT	South America Children will make connections with their learning last year on the Rainforest and investigate further how and people may migrate. Children will research where people may migrate to and celebrate the cultural diversity that it brings
PSHE connections "Being Me in My World"-	<ul style="list-style-type: none"> I can tell you some basic rules about how to stay safe when using technology to communicate with my friends I can tell you some reasons why using technology to communicate could lead to harm for myself or others



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Year 6 IPC Autumn 2020	
The children will be starting the year with a whole school focus on how our brains work and how we can practise skills to help us become better learners. We will also look at ways to help our brains "wake up," by creating a stimulating learning environment. We will explore how to facilitate the process through which the children are able to make connections with skills and knowledge learnt in previous years. This "Brainwave" unit will be creative, challenging, experiential and above all, fun and stimulating!	
Unit- Brainwave	
Learning goals: Children will be finding out:	<ul style="list-style-type: none"> About different methods of teaching and how we like to learn About some of the different areas of the brain How information gets into the brain How relaxation can help prepare us for learning How we can improve our memory How positive thinking can help us to succeed How we can support each other to achieve our goals How we can become more active global citizens
Unit- Great the Bold and the Brave	
The history of western civilisation begins with the Greeks and the Romans. Their expanding empires helped to spread ideas about architecture, food, entertainment, literature, science, medicine and politics across the globe. As their empires ended, other cultures rose to prominence, absorbing and passing on their own ideas and cultures – creating the world we know today.	
Focus	History
Learning goals: Children will:	<ul style="list-style-type: none"> Know that the study of history is concerned with the past in relation to the present Know about the characteristic features of particular periods and societies Know about the ideas, beliefs, attitudes and experiences of people in the past Know about the social, cultural, religious and ethnic diversity of the periods studied Know the terms associated with the periods they have studied Be able to enquire into historical issues and their effects on people's lives Be able to find out about aspects of the past from a range of sources Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied Be able to describe and make links between the main events, situations and changes both within and across periods Be able to describe how the history of one country affects that of another Be able to ask and answer questions about the past Be able to select and record information relevant to an historical topic Be able to place the events, people and changes in the periods they have studied into a chronological framework Be able to use dates and terms relating to the passing of time Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms Understand how some aspects of the past have been represented and interpreted in different ways Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint
International learning goals: Children will:	<ul style="list-style-type: none"> Know about ways in which the lives of people in the countries they have studied affect each other Know about similarities and differences between the lives of people in different countries Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups Understand that there is value both in the similarities and the differences between different countries
NC P of S Children should:	<ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.
Cross cultural connections: COUNTRY WE VISIT IN THIS UNIT	TANZANIA Through the unit discussions are had about slavery and the impact on the Roman and Greek empires. Sensitive dialogue about modern day slavery and the impact it has on society. Opportunities for discussions through PSHE on control, equality and celebrating diversity
PSHE connections "Being Me in My World"	<ul style="list-style-type: none"> I can give an example of a situation where someone tries to 'boss' or control other people I can suggest a good way of standing up to someone who behaves like that



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Will children be engaging in something specific to acknowledge the events of this year?

Yes. We will be creating a time capsule containing evidence of how we've worked as a community during this pandemic. This will serve as a historical record for future children and staff at St Leonard's. It will also be a great way of literally *burying* this year!

Will the school be focusing on SATs for children in Years 2 & 6?

No. In Year 2, the vast majority of judgments are made by looking at the child's work and progress over the course of the year. In Year 6, the usual curriculum is structured in such a way that there is a generous amount of time allocated for revision of core learning prior to the SATs being taken. This amount of time will naturally be shorter in the coming year, but we do not expect the children to be unduly affected by this. Schools should not be focusing on preparing children for tests when they return in September. We will take a view on an individual basis as to whether it may be beneficial for a child to have some additional practice at home in the spring term and parents would be contacted directly.

What support is the school able to offer families?

Currently we are in partnership with *School Food Matters*' who are providing healthy breakfast boxes in partnership with Guy's and St. Thomas' Charity for our eligible families. Please see below.

Who are the breakfast boxes for?

For any children and families, we believe are currently vulnerable. This will include:

- Children eligible to Free School Meals (FSM)
- Children from families with no recourse to public funds
- Children from families eligible for Universal Credit
- Children that we deem vulnerable to food insecurity at this time

What is in the box?

Each child will get the following items, which provides breakfast for two weeks:

- 10 fruit minimum (mixture)
- 24 Weetabix Biscuits
- 2L fresh Milk or alternative milk where needed
- 4 tins Low sugar, low salt baked beans
- 800g Wholemeal sliced bread

We have made arrangements for this service to continue during the summer holiday so please check your parentmail. Also, if you know that you are going to be absent over the summer and



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do not require a box, please email mgr@st-leonards.lambeth.sch.uk . If you would like your family to be considered for eligibility for these boxes, please also email the above address.

As a school, we are particularly keen to support families who may be affected by job losses or other challenges caused by the effects of the pandemic. If you would like the school to make contact with people or agencies who can support you, please do not hesitate to contact a senior member of staff in confidence.

Will there be breakfast club and Kids City?

Having consulted with head teachers from all other local schools and with our staff, we will be offering breakfast club from Monday 7th September. We would ask that you only use this facility if absolutely necessary. Breakfast club is available for pupils from Reception through to Year 6. However, we advise parents of Reception children to only use this facility once their child has settled in their new class if possible. As yet, we do not know of Kids City's plans.

Finally...

Whilst a lot of information is contained within this update, I'm sure that some will have other questions you'd like answers to. I would encourage you to ask these at the parent conferences taking place at the beginning of September and we will respond as quickly as possible.

From an operational perspective, it has been the strangest school year. However, we've arrived at the end of it with our spirit intact. My thanks go to you for all that you have done to encourage your children in their home learning. You truly deserve a break and I hope that during the break, with the exception of encouraging your child to engage in reading for pleasure, you completely step back from the stresses of this year.

I'm sure that you'll wish to join me in thanking the incredible team of staff who serve your children. Their commitment and resilience has never wavered, their adaptability and skill has been mightily impressive and they truly represent the best of the teaching profession. No one deserves a break more than they do.

I wish you all a relaxing summer. May we return refreshed and with enthusiasm in September.

Kind regards,

Mr Simon Jackson
Head Teacher



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