

Aims of the Meeting:

- Vision of BCPS
- Staff introductions
- Attendance information
- Behaviour expectations
- Timetable
- Curriculum information
- Trips and experiences
- Helping at home
- Uniform
- House keeping





#ItStartsWithYou!

Senior Leadership Team (SLT)



Miss Walker
Headteacher



Mrs Mukiza
Deputy Head



Mrs. Male
SENDCO



Mrs. Holden
SENDCO

Year 5 and 6 Teachers



Mrs Barr
Year 5



Miss Hickley
Year 5



Miss Speight
Year 6
Phase Leader



Mr Swift
Year 6

And many, many, many AMAZING support staff members.

5DB



Mrs Goodwin
Cover Supervisor



Mrs Barr
Class Teacher



Mrs Jepson
Cover Supervisor



Mrs Wainwright
Year 5 Support Staff



Mrs Brandon
Year 5 Support Staff



Miss Cooper
Year 5 Support Staff

5KH



Mrs Goodwin
Cover Supervisor



Miss Hickley
Class Teacher



Mrs Jepson
Cover Supervisor



Mrs Wainwright
Year 5 Support Staff



Mrs Brandon
Year 5 Support Staff



Miss Cooper
Year 5 Support Staff

6ES



Mrs Goodwin
Cover Supervisor



Miss Speight
Class Teacher



Mrs Jepson
Cover Supervisor



Mrs Mackness
Year 6 Support Staff



Mrs Williams
Year 6 Support Staff



Miss Abdulmurra
Year 6 Support Staff



Miss Davis
Year 6 Support Staff

6DS



Mrs Goodwin
Cover Supervisor



Mrs Jepson
Cover Supervisor



Mr Swift
Class Teacher



Mrs Mackness
Year 6 Support Staff



Mrs Williams
Year 6 Support Staff



Miss Abdulmurra
Year 6 Support Staff



Miss Davis
Year 6 Support Staff



**Braunstone Community
Primary School**

Be the best version of you!

Our Safeguarding Team

Speak to one of our safeguarding team if you're concerned about a child

**Braunstone Community
Primary School:**
0116 285 8130



Mrs Mukiza

Deputy Headteacher
Designated Safeguarding Lead
DSL for Prevent
Brook Traffic Light Trained

**Children's Assessment Support &
Prevention Service:**
0116 454 1004



Miss Walker
Headteacher

Deputy DSL for Online
Safety
Brook Traffic Light Trained



Mrs Male
SENDCO

Deputy DSL for Mental
Health & Wellbeing



Mrs Holden
SENDCO

Deputy DSL for LAC/PLAC



Mrs Marks
Family Support Worker

Deputy DSL for Harmful
Sexual Behaviours
Brook Traffic Light Trained



Mrs Westwater
Attendance Officer
Deputy DSL for Attendance



Miss Downard
Inclusion Champion
Deputy DSL
Brook Traffic Light Trained



Mrs Snow
Behaviour Mentor
Deputy DSL

Behaviour Support Team

Miss Downward
Inclusion Champion



Mrs. Snow
Behaviour Mentor



More support....



Mrs. Westwater
Attendance Officer



Mrs Marks
Family Support Worker



Mrs. Cox
ELSA



Mrs. Newton
ELSA



Mrs. Mackness
ELSA

Communication and Lunches



Most communication comes through from the Arbor App or Email.

Please make sure you download it.

If you need help, ask the office.

You can update your own details on the app.



School lunches must be ordered through SchoolGrid.

You can order them daily, weekly, monthly or even termly!

They must be ordered by 8.45am.

If your child is absent, you must cancel their lunch, or you will be charged.

All schools work with Leicestershire Police.

If there has been an incident at home and police are called, whether children are at home or not, BCPS is informed.

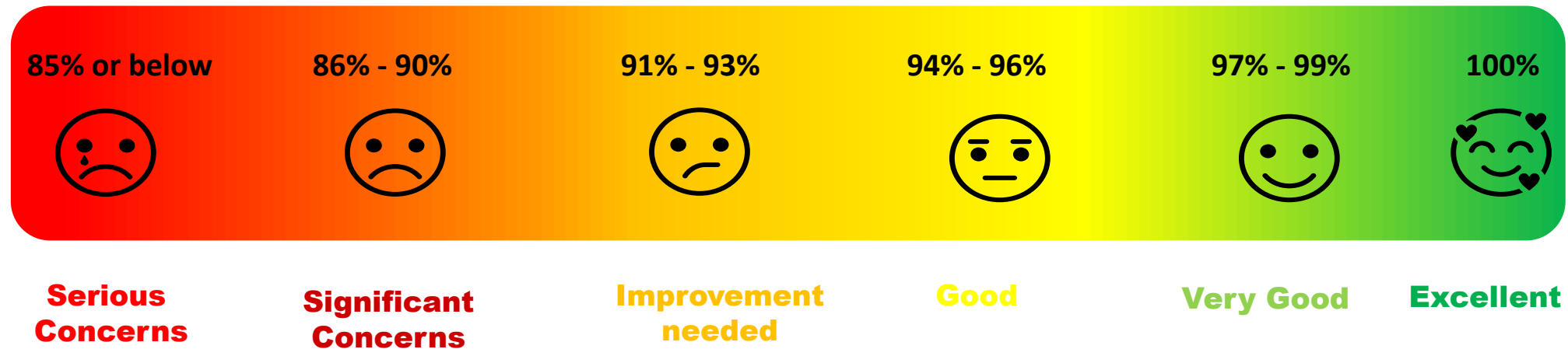
This is to support families when times are hard.



Your child will **miss out** if they are not here!

If your child's attendance falls below 90%, they are identified as persistently absent.

90% in a test is an amazing score; 90% school attendance means the child has missed far too much learning!



The 4 Rules



Respect



Resilience



Ready to learn



Responsibility

Year 5

Platinum

Green

One Verbal Warning

Yellow

Red

Year 6

Platinum

Green

One verbal warning

Red

Red Slips

We do everything we possibly can to avoid issuing red slips.

However, there may be times when they are issued to children if they display negative behaviours that are not inline with our vision or school rules (4 R's).



Red Slips

- These are monitored by teachers, behaviour support team and SLT
- Can't keep getting lots of red slips and think that it's ok
- Meetings will happen for children getting red slips with different colleagues depending on the number of red slips.

Meeting – 3 red slips

- Pupil
- Parents/carers
- Class teacher
- Behaviour Support Team

Meeting – 6 red slips

- Pupil
- Parents/carers
- Class teacher
- Phase leader
- Behaviour Support Team

Meeting – 9 red slips

- Pupil
- Parents/carers
- Class teacher
- Phase leader
- Behaviour support team
- SLT – Miss Walker, Mrs Mukiza, Mrs Male or Mrs Holden

Serious Incidents

- This is now the same for serious incidents
- Meetings for 3,6,9

Rewards

G. O. L. D. E. N T. I. M. E - the class work together to earn the 10 letters of golden time for a 30-minute, structured reward session each week. If all golden time letters are not earned, then the reward is not given.

Class Dojo - individual reward points which are calculated each term and prizes are given

Platinum certificates - issued daily for children who demonstrate excellence of the school values or rules

Star of the Week - weekly assemblies where a child is issued with a certificate in the presence of their parents and carers when they have demonstrated excellence within the school values or rules.

Stickers - general reward stickers or special SLT stickers for demonstrating the values.

Verbal praise - thumbs up, well done's



We do not accept bullying at BCPS!

Several

Times

On

Purpose

1

Start

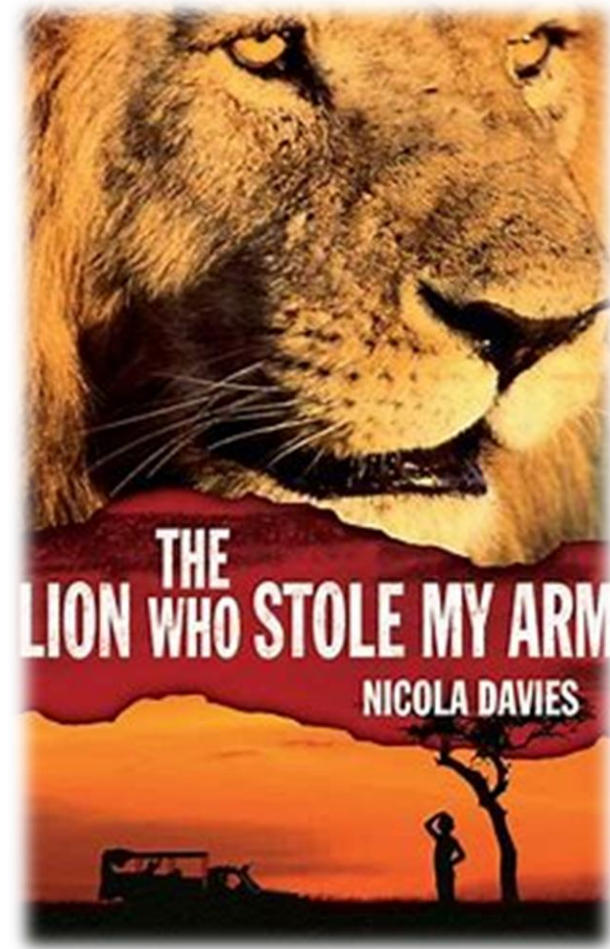
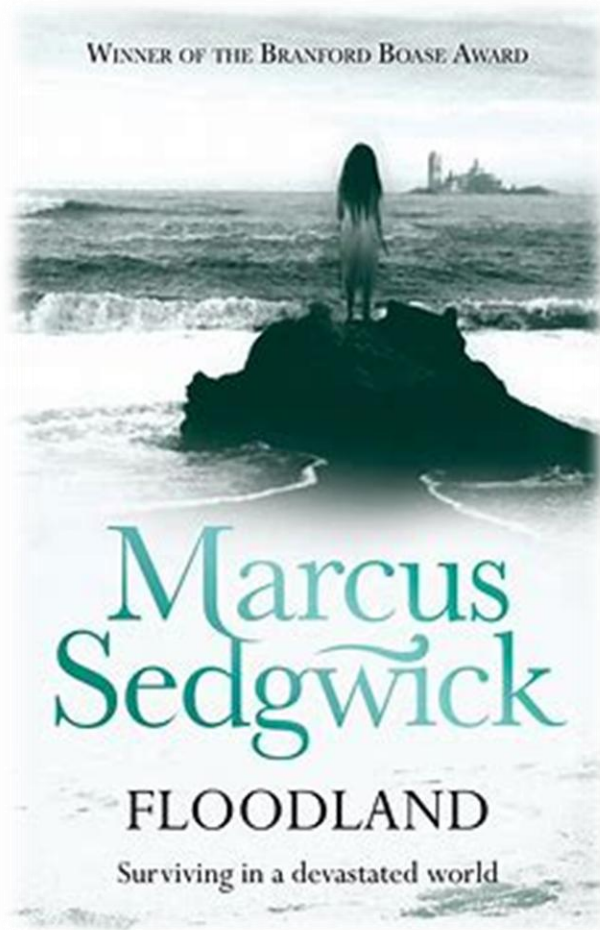
Telling

Other

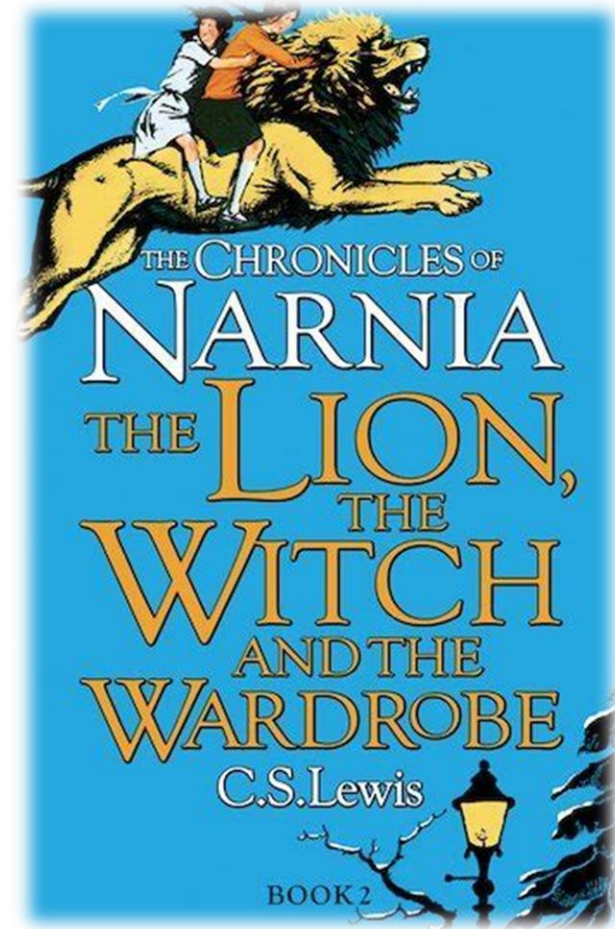
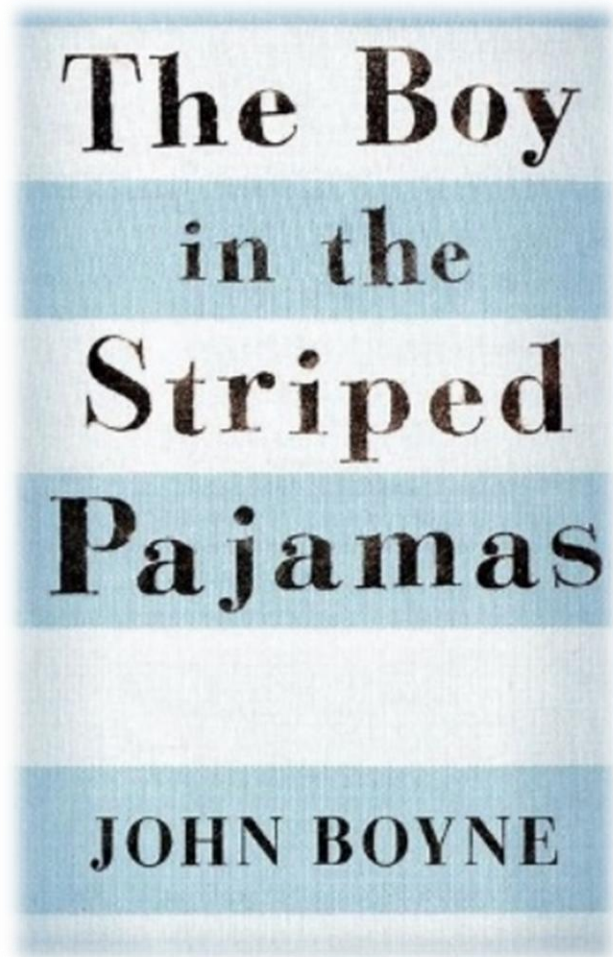
People

2

Year 5 Texts to Inspire Writing for Autumn



Year 6 Texts to Inspire Writing for Autumn



Year 6 SATS

Monday 11th May – Thursday 14th May 2026

Monday – Grammar

Tuesday – Reading

Wednesday – Maths 1 and 2

Thursday – Maths 3

Examples of Year 5 Writing

Y5 Roli

"What in the Solar System was THAT?!" Rose, who ^{was the} ^{companion that and} had a ^{particularly} ^{puzzled} look on her face, barked as she ^{appeared} ^{from} the toilet tugging out tufts and bits of toilet paper from her hair. Across the room, K9, who was the Doctor's favourite dog, chewed on the toilet roll holder. ^{©Fantastic first paragraph!}

5/6 introduction describes the resulting comedic chaos of an earlier event which is later revealed to the reader

5/6 short sentence indicates the Doctor's blunt character

5/6 rhetorical question captures Doctor's thoughts

5/6. the noun adventurer, and later Time Lord, avoid repetition of The Doctor

5/6. sentence structure creates impact by holding the 'punch line' until the end

5/6. adverbs reinforce nervousness: tentatively, anxiously, reluctantly

5/6. relative clause adds additional detail: which twinkled in the blue sunlight

He ignored them. Before Rose could ask another one of her questions, the time lord stepped tentatively through the door. After all he didn't have a choice, did he? Noticing that the indigo police box, which had, taking a heavy beating through out an immensely violent asteroid storm, needed a new fuse, the Doctor, for the first time, pulled a worried face. The adventurer was happy his companions hadn't ^{realised} the situation they were in, if they had his ears would have bled. Even though the Tardis was a highly advanced machine, it was still missing one vital thing: a fuse box. ✓

5/6 expanded noun phrase (another one of her questions) neatly describes Rose's questioning nature

5/6 well chosen verb and adverb portrays the Doctor's nervousness.

5/6 in multi-clause sentences commas clarify meaning

6. semi-colon where a colon would be more appropriate

Followed ^{anxiously} by his companions, the Time lord ^{reluctantly} emerged from his police box. Double-edged spikes. Glinting darts. Jagged skulls. Craggy spears. Almost instantly, he realised that cruching under his feet were mounds of broken skeletons which twinkled in the blue sunlight. ^{After seeing wound} Soon he'd worked out where they were. ✓

5/6. short sentence fragments build suspense.

5/6. adverbs add shades of meaning: immensely violent, highly advanced, almost instantly

5/6. setting established through well-chosen vocabulary (sapphire sun; bathing; cold murky, light) that affects the characters

5/6. strong noun phrases deftly describe the foreboding tower: murky silhouette, forbidden fortress

A sapphire sun shone above their heads bathing everything in a cold, murky light that made Rose shudder and K9 draw closer ^{on} to his head. Through the mist and the strong blizzards, the Doctor could just about make out the murky silhouette ^{of a} forebiden fortress which stood proudly ^{on} the horizon. Squinting his eyes to get a closer look at this mysterious building, he noticed that the ^{dazzling sparkling} ~~dazzling~~ around the turret's came from human teeth jingling in the howling wind. The Doctor shuddered. Rose shivered.

5/6. clauses ordered for effect: first the mist, then a silhouette revealed and finally the reveal of the fortress

5/6. short sentences succinctly capture the character's reactions

5/6. precise verb choice which both describes the curved and ominous nature of the path

Through the thick grey mist, he could make out a tinsel silver and gold path that snaked into the distance (the ^{only} guide forward). Knowing that this was ^{them} their journey must take in order to leave this

godforsaken planet and return back to their OWN Solar System, he ventured on. "Where are we Doctor?", ^{queried} ~~queried~~ Rose, the ^{faithful} ~~faithful~~ companion.

5/6. dialogue, including use of ellipsis, portrays character's emotional state

The Doctor ^{mm} ~~stammered~~, "We're on... we're on the... P.P.P. Planet of Bones."

5/6. the ending reveals the location that was 'set up' earlier in the narrative

Examples of Year 6 Writing

Dear Diary

Right now I'm not actually holding this pen-it is miraculously hovering in the air and writing down my thoughts for me. Because ghosts can't hold stuff, right? I've never really liked writing a diary but my parents always told me it would be fun to look back on when I am older. But I'll never be 'older'. I s'pose I can look back on the day I died.

It was all fine at first - my brothers teasing with me about my 'giants' necklace and Mum and Dad ~~cutting~~ brushing off the burnt toast. I thought, "Just a couple more inches of shells for my necklace - then I shall reach the toaster!"

Soon enough we were all lying on the beach staring out into the shimmering turquoise water. Everything was fine; it all seemed so calm. After about twenty minutes everyone started climbing back up to the house to pack up. I thought that if I just stayed maybe another hour, I'd surely have enough shells to finish my necklace.

As I was bent over the sand, I realized that almost three hours had passed and I still had fifty shells to go. I looked up from my work and the sky had suddenly turned an angry grey colour and I could already see the monstrous waves gathering out in the Atlantic. Fifty ~~would~~ would take no more than ten minutes, right? Or so I thought...

By now the frothing water was thrashing against my ankles. The rocks were only a metre or so away... I was so determined that I was even collecting the glistening pink shells on my way to the Spiky rocks. I was so stupid. Why didn't I just go home as soon as the storm gathered? The rocks were slippery but the house seemed so close now. Suddenly the salty water was all around me. In my mouth, up my nose, stinging my eyes. The crashing waves pulling me down. I was conscious that I was drowning. Everything went ~~quite~~ quiet and still. And then the frothing blue water faded into black.

I woke up coughing and spluttering ~~out the~~ in a daze. My clothes were drenched. I wasn't just physically lost: I had no one - I had nothing. My first thought was my shells but only a few remained - scattered in different pockets. As I looked up, I saw a warm yellow light glowing from the cliff face. My curiosity got the better of me. I scrambled to my feet and climbed up the cliff; it ~~turned~~ ^{opened} out there was a tunnel - strewn with little lanterns. Inside were two miners - one young and one a jolly man with a bedraggled beard. They were very kind to me but something was still bothering me. Mother had told me that the tin mining business had been ~~set~~ shut down over a hundred years ago so what were they doing here? Were they dead? Then how could I see them?

Curriculum Information - Year 5

Science	Living Things and Their Habitats Earth and Space Forces Animals, Including Humans Properties and Changes of Materials
History	Ancient Egypt Anglo Saxons, Vikings and the Scots
Geography	Planet Earth Local Land Use
Computing and E-Safety	Computing Systems and Networks Creating Media Programming Digital Information Systems
Art and Design	Birds in Ancient Egypt The Great Wave Expressions and Emotions
Design and Technology	Bridges and Structures
Music	Brass Singing
R.E.	Why are some places in the world significant? What happens when we die? Who should be in charge?
PSHE	Safe Relationships Belonging to a Community Growing and Changing

Curriculum Information - Year 6

Science	Light Electricity Living Things and Their Habitats Evolution and Inheritance Animals, Including Humans
History	World War II Women's Suffrage
Geography	Alaska The Rainforest
Computing and E-Safety	Computing Systems and Networks Creating Media Programming Digital Information Systems
Art and Design	War Time Silhouettes Discovery Of Animals And Classification Dia De Martos (The Day of the Dead)
Design and Technology	Making Torches Cooking and Nutrition
Music	Brass Singing
R.E.	Different religions around the world and how they compare to our own Why is there suffering?
PSHE	Safe Relationships Belonging to a Community Growing and Changing

Timetable - Year 5

Year 5
Autumn Term 1

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Work: Quiet Reading 08.45 – 09.00	Morning Work: Handwriting 08.45-09.00	Morning Work: Speed Read 08.45-09.00	Morning Work: Handwriting 08.45-09.00	Morning Work: Spanish Tasks 08.45 – 09.00
Whole School Assembly 09.00 – 09.30 SB – SSDT Fortnightly 9 - 10	Reading 09.00 – 09.30	Reading 09.00 – 09.30	Reading 09.00 – 09.30	Reading 09.00 – 09.30
Lyfta 09.30 – 09.50	English 09.30 – 10.30	English 09.30 – 10.30	English 09.30 – 10.30	English 09.30 – 10.30
English 09.50 – 10.50	Spelling 10.30 – 10.55	Singing Assembly 10.30 – 10.55	Spelling 10.30 – 10.55	Handwriting 10.30-10.55
Break Time 10.55 – 11.10	Break Time 10.55 – 11.10	Break Time 10.55 – 11.10	Break Time 10.55 – 11.10	Break Time 10.55 – 11.10
Maths 11.10 – 12.00	Maths 11.10 – 12.00	Maths 11.10 – 12.00	Maths 11.10 – 12.20	Computing 11.10 – 11.55
Arithmetic 12.00 – 12.20	Arithmetic 12.00 – 12.20	Arithmetic 12.00-12.20		Arithmetic 11.55-12.20
Lunch Time 12.20 – 13.10	Lunch Time 12.20 – 13.10	Lunch Time 12.20 – 13.10	Lunch Time 12.20 – 13.10	Lunch Time 12.20 – 13.10
Speed Read 13.10-13.30	History 13.10 – 14.10	Art 13.10 – 14.10 KH – 1/DB - 2	PE - Swimming 13.10. – 14.30 KH – 1/DB - 2	Speed Read 13.10-13.30
Science 13.30 – 14.30				Spelling Test/New Spellings 13.30-14.00
PSHE 14.30 – 15.00	RE 14.10 – 15.00	PE - JH 14.10 – 15.00 DB – 1/KH - 2	Spanish 14.30 – 15.00 DB – 1/KH - 2	Golden Time: 14.00 – 14.30 LW – SSDT Fortnightly 2 - 3
				Celebration Assembly 14.30 – 15.00
Home Time & Story Time 15:00 – 15:15	Home Time & Story Time 15:00 – 15:15	Home Time & Story Time 15:00 – 15:15	Home Time & Story Time 15:00 – 15:15	Home Time & Story Time 15:00 – 15:15

Timetable - Year 6

Year 6 Autumn Term

Monday	Tuesday	Wednesday	Thursday	Friday
Whole School Assembly 09.00 – 09.30	Reading 09.00 – 09.30	Reading 09.00 – 09.30	Reading 09.00 – 09.30	Reading 09.00 – 09.30
Reading 09.30 – 10.00	English 09.30 – 10.30	English 09.30 – 10.30	English 09.30 – 10.30	English 09.30 – 10.30
English 10.00 – 10.55	Spelling and handwriting 10.30 – 10.55	Singing Assembly 10.30 – 10.55	Spelling and handwriting 10.30 – 10.55	Spelling and handwriting 10.30 – 10.55
Break Time 10.55 – 11.10	Break Time 10.55 – 11.10	Break Time 10.55 – 11.10	Break Time 10.55 – 11.10	Break Time 10.55 – 11.10
Maths 11.10 – 12.20	Maths 11.10 – 12.20	Maths 11.10 – 12.20	Maths 11.10 – 12.20	Maths 11.10 – 12.20
Lunch Time 12.20 – 13.10	Lunch Time 12.20 – 13.10	Lunch Time 12.20 – 13.10	Lunch Time 12.20 – 13.10	Lunch Time 12.20 – 13.10
Speed read 13.10 – 13.30	PE 13.10. – 14.00	Speed read 13.10 – 13.30	Speed read 13.10 – 13.30	Art 13.10 – 14.30
Maths/reading Intervention 13.30-15.00		Maths/reading Intervention 13.30-15.00	Maths/reading Intervention 13.30-14.15	
	Brass 14.00 – 15.00		PE 14.15-15.00	Celebration Assembly 14.30 – 15.00
Story Time 15:00 – 15:15	Story Time 15:00 – 15:15	Story Time 15:00 – 15:15	Story Time 15:00 – 15:15	Story Time 15:00 – 15:15

Trips and Experiences

Year 5:

Space Centre
Viking Experience
Egyptian day
Swimming
Bikeability
Author Visits

Year 6:

Warning Zone!
Beaumanor Hall - World War II Day
Residential trip
Author visits



Homework

Handed out on **Friday**

Returned on **Wednesday**

If it's still not completed, children may have to complete their homework during their break or Golden Time.

1. Reading comprehension - this will be linked to the whole class reading book.
2. Spellings.
3. Basic maths skills.

**Year 3
Homework**

Homework is due back on: **Wednesday 11th September 2024**

Name: _____

In "Kensuke's Kingdom" by Michael Morpurgo, young Michael is swept overboard during a family sailing trip and finds himself stranded on a remote island in the Pacific. He soon discovers he is not alone—an elderly Japanese man named Kensuke has been living there in isolation since World War II. At first, Kensuke is wary of Michael, but as they spend time together, they form a deep bond. Kensuke teaches Michael survival skills and shares his poignant life story. Despite their friendship, Kensuke is determined to stay on the island, tied to the past and his lost family. As Michael wrestles with the hope of rescue and his growing connection to Kensuke, he faces difficult decisions about loyalty, friendship, and the meaning of home.

Answer these questions:

- What events lead Michael to be stranded on the island?

- How does Michael's relationship with Kensuke evolve throughout the story?

- What are some of the survival skills that Kensuke teaches Michael?

- Why does Kensuke choose to stay on the island despite opportunities to leave?

- How does the island setting influence the themes of isolation and friendship?

**Year 3
Homework**

Homework is due back on: **Wednesday 11th September 2024**

Here are this week's spellings to learn:

delicious				
various				
ambitious				
nutritious				
anxious				
infectious				
cautious				
fictitious				
prosperous				
dangerous				

Complete these questions:

- $7 \times 5 = \underline{\quad}$
- $3 \times 5 = \underline{\quad}$
- $9 \times 5 = \underline{\quad}$
- $2 \times 5 = \underline{\quad}$
- $5 \times 5 = \underline{\quad}$
- $8 \times 5 = \underline{\quad}$
- $1 \times 5 = \underline{\quad}$
- $10 \times 5 = \underline{\quad}$
- $4 \times 5 = \underline{\quad}$

Complete these questions:

If you have 5 packs of stickers and each pack has 5 stickers, how many stickers do you have in total?

Sally has 3 boxes of crayons, and each box contains 5 crayons. How many crayons does Sally have altogether?

There are 7 groups of 5 chairs in a classroom. How many chairs are there in total?

A toy car costs 5 dollars. If you want to buy 4 toy cars, how much money will you need?

Helping at Home



CENTURY
INTELLIGENT LEARNING™

Year 5 and 6

- Daily reading and questioning about the book - 3 pages per day = 1,095 per year!
- Times table rockstars
- Century
- Homework

Let's have a look at the learning platforms.....

[Pupil Zone – Braunstone Primary](#)



CENTURY
INTELLIGENT LEARNING™



Accelerated Reader

Uniform – <https://www.brandmonkey.co.uk/school-uniforms/braunston-community-primary-school/>



BRAUNSTONE COMMUNITY PRIMARY SCHOOL, SCHOOLS

BRAUNSTONE COMMUNITY WINDBREAKER JACKET



BRAUNSTONE COMMUNITY PRIMARY SCHOOL, SCHOOLS

BRAUNSTONE COMMUNITY GYM BAG



BRAUNSTONE COMMUNITY PRIMARY SCHOOL, SCHOOLS

BRAUNSTONE COMMUNITY T-SHIRT



BRAUNSTONE COMMUNITY PRIMARY SCHOOL, SCHOOLS

BRAUNSTONE COMMUNITY FLEECE LINED JACKET
£13.91



BRAUNSTONE COMMUNITY PRIMARY SCHOOL, SCHOOLS

BRAUNSTONE COMMUNITY FLEECE
£11.00



BRAUNSTONE COMMUNITY PRIMARY SCHOOL, SCHOOLS

BRAUNSTONE COMMUNITY PE SHORTS
£3.20

Where possible, children should be in school uniform.

Logoed merchandise is available from the above link.

Children are permitted to wear non-branded:

- Navy jumpers or cardigans
- White polo shirts
- Grey skirt or trousers
- Black shoes or trainers (without logos)
- One pair of stud earrings – need to be taken out for PE,

House Keeping Reminders

- Ensure all clothing items are named
- Children are in school on time - doors open at 8.43am
- Children are collected on time - 3.15pm
- Ensure contact details are up to date on Arbor
- School lunches are paid, where possible, in advance
- Children arrive in PE kits on the specified day
- Absences must be reported as soon as possible to the office or the app
- Twitter - @braunstone_cps



#ItStartsWithYou!

THANK YOU!

Without your support, our children and community
would not be as amazing as we are!