



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

RIVERSIDE 2026-2027

WELCOME TO THE NEW ACADEMIC YEAR.

STAFF IN THE PHASE.



- Class teacher: Mrs Hayes
- Support staff: Miss James and Mrs Pollard
- Phase lead: Mrs Patel



OUR WEEKLY TIMETABLE



	8:45	9:00		10:00	10:15	10:30	11:00		12:00		1:00		2:00		
Mon	Morning work // NESSY	Maths		Spelling- Introduce Rule	Break	Reading	English		Lunch	Story Time	History		Arithmetic	Star Award	
Tue PPA		Maths		Handwriting			English				RE	Music	French		
Wed		Spelling- Work on Rule	Maths	Assembly			English				PE		Science		
Thu		Maths		Handwriting			English				PSHE		Computing		
Fri		Spelling- Weekly Test	Maths	Assembly		English Comprehension		Class Book/ Library			PE		Art		

CURRICULUM OVERVIEW FOR THIS HALF TERM



SCIENCE

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Study important scientists such as Charles Darwin and his impact on society.

Key Vocabulary: evolution, inheritance, fossils, inhabited

MATHS

To develop knowledge of place value, four operations, fractions and perimeter, area and volume, incorporating a range of problem solving and reasoning opportunities with a mastery approach.

Key Vocabulary: millions, thousands, hundreds, ones, place value, addition, subtraction, division, multiply.

ENGLISH

Analyse the picture book *The Arrival*, describe settings and characters and create our own narrative based on the work of different authors.

Key Vocabulary: refugee, evacuee, billeting officer, noun phrase, fronted adverbial, word class

HISTORY

To identify the main countries, world leaders and events of and leading up to World War 1 and 2.

Key Vocabulary: evacuee, war effort, Axis Powers, Allied Powers, holocaust, segregation, propaganda, Blitz D-Day.

GEOGRAPHY

To know what life is like in Brazil. Be able to locate South America and other continents; know how latitude affects climate and economy; and the significance of the Amazon Rainforest.

Key Vocabulary: location, trade, sustainability, environment, continent, South America.

PE

We are improving our tennis skills – thinking about balance, precision, ball control and passing.

Key Vocabulary: combinations, direction, speed, strength, accuracy, forehand

ICT

Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer.

Key Vocabulary: Search engine, refine, web crawlers, index

MUSIC

To be able to play and perform using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Key Vocabulary: chord, major scale, minor scale, pentatonic scale

SMSC/RE/RHE

How can we keep healthy as we grow, relationships and Creation in science, complimentary or conflicting?

Key Vocabulary: protein, exercise, illegal, legal, growing, God, Jesus, Easter, Christmas, Holy, prayer, pray

ATTENDANCE



Attendance Matters

Good attendance means

Being in school at least 96% of the time or 180 to 190 days

365 days in a calendar year

175 days not in school for holidays, appointments, exercise

190 days to make the difference

100%
190 days
0 days absence = 0 lessons missed

96%
182 days
8 days absence = 48 lessons missed

Best chance of success

Target for all students 96%

95%
180 days
10 days absence = 60 lessons missed

At high risk of underachievement

90% and lower = Persistent Absence

90%
171 days
19 days absence = 114 lessons missed

85%
161 days
29 days absence = 171 lessons missed

At severe risk of underachievement

80%
152 days
38 days absence = 228 lessons missed

Attend school regularly, attend school punctually, attend school prepared!



Attendance

Why is it so important?

- Good attendance is vital to ensure that children are in school and ready to learn.
- We value the support of parents in making sure that children are in school and arrive on time.
- Head Teacher can only authorise absences in absolute exceptional circumstances.

Behaviour

Why is it so important?

- Good behaviour builds resilience and responsibility towards their learning and supports children in reaching their full potential.
- We follow the 6Rs
(Respect, Responsibility, Reciprocity, Reflection, Resilience and Resourcefulness)

Class Rules



The 6Rs

Reciprocity

- Teamwork
- Empathy
- Learning from others

Respect

- Honesty and Trust
- Interdependence
- Collaboration
- Empathy and Listening
- Imitation

Responsibility

- Taking care of yourself and others
- Accountability
- Decision-making
- Being dependable

Resilience

- Absorption
- Managing distractions
- Noticing / observing
- Perseverance

Resourcefulness

- Questioning
- Making links
- Imagining
- Reasoning
- Using resources

Reflection

- Planning
- Reflecting
- Evaluating
- Meta-learning (thinking about how I learn)



Spellings:

- A spelling overview with the children's spellings has been stuck into their Home Learning Books.
- Each week, the children will stick their list of weekly spellings with includes a strategy on how they can practice their spellings.
- Spellings are taught three times a week in class and the children will be tested on their spellings every Friday.

Times Table Rockstars:

- Children are to practice their TTRS weekly – we recommend 15 minutes for at least four times a week.

Spelling Shed:

- Children have access to Spelling Shed which will include games and activities linking to their weekly spellings.

Reading:

- We strongly encourage you to listen to your child read at least five times a week and sign this in their Reading Record.
- Reading Scrapbooks will be sent home where children can create a book review linking to their favourite book

Sunglasses Journal

- Your child will come home with a pair of sunglasses and a journal – this is a great way for them to share a diary entry with their peers!

Homework

- Children will be receiving a piece of English and Maths homework weekly on a Monday. This will be expected to be handed in the following Monday.
- Children are expected to bring their Reading Record and Home Learning books into school daily.

Expectations - Uniform



Everyday School Uniform

- Navy blue jumpers, cardigans or sweatshirts (preferably with school logo)
- Plain white shirts, polo shirts or blouses
- Black or grey trousers, skirts or pinafore dresses
- Black or dark grey tights.
- Black shoes or **plain** black trainers



Summer options

- Black or grey knee-length shorts
- Navy or blue checked dresses
- Sun hat
- Plain sandals (black, navy or white with straps)

Hair & Accessories

- Black, navy or white headbands, hairbands and clips

Unacceptable clothing

- Jeans
- Football shirts
- Crop tops
- Leggings (instead of trousers)
- Cycling shorts
- Crocs, flip flops or jelly shoes
- Heeled or platform shoes
- UGG boots



PE Kit Information

Children should arrive at school wearing their full PE kit and stay in it all day.

Indoor PE kit

- Black shorts
- Plain blue T-shirt (no logos or slogans)
- Trainers or plimsoles



Outdoor PE kit

- Black shorts
- Blue T-shirt
- Plain black or navy tracksuit (cold weather)
- Trainers/plimsoles/football boots (if appropriate)
- Spare socks

Key stage 2 pupils should bring spare trainers for outdoor PE for when using the field.

JEWELLERY

On health and safety grounds we do not allow children to wear jewellery in our school. If a child has their ear/s pierced, a stud only may be worn but this must be removed for PE. Watches must be 'time-telling' devices only.

All clothing and footwear should be clearly labelled with your child's name

PE on Wednesday and Friday

HOW CAN YOU HELP YOUR CHILD THIS YEAR.



Read at
least 3
times a
week.

Times
Tables
Rockstars

Talk to your
child about
their day.

Practise the
spellings from
the year group
list.

Read
bedtime
stories.

Encourage
your child to
tell us if they
are finding
something
tricky.