

TORRILIANCO

PRIMARY SCHOOL



Ben Hagan (Class Teacher), Olivia Crowther (Class Teacher), Valeria Carrar (TA), Olivia Crowther (TA), Fatemeh Al-Safi (TA), Martine Gaffney (TA)

Welcome to Year 4's

Meet the Team

Here to Help – Senior Leadership



Executive Headteacher

Helen Bruckdorfer

Head of School

Holly Churchill



Matthew Western
Leader of Learning



Hannah Blausten
Leader of Learning



Laura Lien
Director of Inclusion



Hannah Long
SENCO



Rose O'Brien



Justin Bioletti



Sorrel
Evangelou

Here to Help – Admin Team



Maria Lewis: School Business Manager

Rina Kastrati: Pupil Data Officer

Ioanna Chrysafis: Finance Officer and Head of School Support

Ashleigh Jones: Child and Family Support Worker

Inclusion/SEN Team



Laura Lien is our Director of Inclusion across the federation and Hannah Long is the SENCo at Torriano. Natalie Reilly supports as Deputy SENCo.

You will know Catriona Hale as our Pastoral Care Lead and Bernadette Biggs is our Community Liaison Officer

We welcome Finn Keatinge as our inclusion support assistant, Ryan Carroll as our SEN assistant and Rachel Clancy from Brecknock as our LRB assistant.

Inclusion



SEND Information Report

1 What school leaders and governors do to make sure that all children feel welcome, included and achieve their potential?

2 How do we develop the skills, knowledge and expertise of Torriano staff?

Medical Needs



Medical Needs Policy

Torriano Primary School

[SEND Information Report - Torriano Primary School](#)

Information about the support we offer children with additional needs can be found in our school Local Offer on the school website.

Our medical needs policy is available on the school website. If your child requires any medicines in school, you can find further information there.

Safeguarding

Please see the school website for our full safeguarding policy

Designated Safeguarding Leads



Designated Safeguarding Lead

Laura Lien - Director of Inclusion
Contact: 02074240202



Deputy Safeguarding Lead

Helen Bruckdorfer – Executive Head Teacher
Contact: 02074240202



Deputy Safeguarding Lead

Catriona Hale - Pastoral Care Leader
Contact: 02074240202



Deputy Safeguarding Lead

Natalie Reilly – Deputy SENCO
Contact: 02074240202

Nominated governor for safeguarding:

Name: Alex Gardiner and Paul Smith
Contact details: 02074240202

Local Authority Designated Officer (LADO):

Name: Sonia Forbes
Contact details: 020 7974 4556

Camden MASH

Contact details: 020 7974 3317 (9am to 5pm)
Out of Hours Contact Details: 02079744444

Islington MASH

Contact details: 02075277400 (9am to 5pm)
Out of Hours Contact Details: 02072260992

Together, our Future Starts Here



We are going to continue with our whole school theme 'Together, Our Future Starts Here' which highlights how we will be working collaboratively across the Brecknock and Torriano partnership.

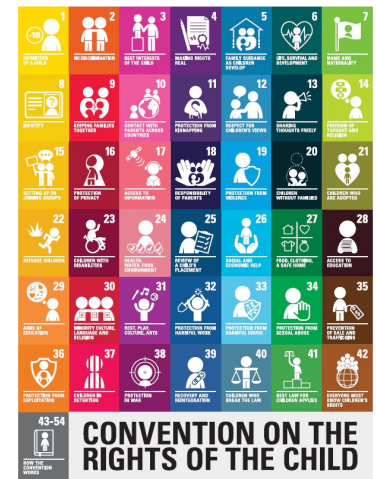
We will further develop our oracy and STEAM curriculum in our ambition to offer a horizon broadening, inclusive and creative curriculum.

Our ambition is to increase our capacity to achieve SDG 17, Partnership for the Goals.





KS2



Torriano Primary is proud to be a Gold Rights Respecting school.





HORRIANO

Attendance



8:50am: School gates open

8:55am: School bell and school starts

9am: Lessons start in class



Ted and Earl will be on the lookout for excellent attendance and prompt school arrival this term. Look out golden attendance tokens on the gate!

All children are expected to attend school every day unless they are unwell. Please notify school if your child is absent for any reason. Last year, our attendance was significantly below our 95% attendance target. We encourage you to monitor your child's attendance using Arbor to ensure their attendance remains excellent. Please ensure you download the Arbor App to access your child's profile and complete payments.

Whenever possible, medical appointments should be made outside of the school day.

Behaviour Policy

	<p>Who do I want to be? ORRIANO</p>						
<p>Caring</p> 	<p>Respectful</p> 	<p>Curious</p> 	<p>Honest</p> 	<p>Informed</p> 	<p>Active</p> 	<p>Empathetic</p> 	<p>Resilient</p> 

1 2 3 Magic

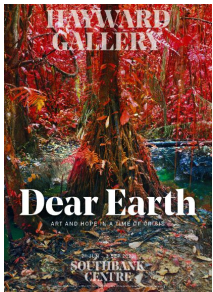
CAMDEN DARWIN200



STEAM

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS

Dear ...

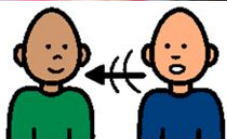


Inspired by the recent Dear Earth exhibition at the Hayward Gallery, each year group's STEAM this year will be entitled with the salutation, 'Dear...' followed by their STEAM focus.

After the success of the transport STEAM units last year, our 23/24 STEAM theme is Dear Earth. We will be forming exciting employer partnerships to make our learning relevant and meaningful.



Oracy



#GetTalkingInClass

Ask me what this means...

Skills



Physical



Linguistic



Cognitive



Social and
Emotional

The right to be heard



ORRRIANO
PRIMARY SCHOOL



Agree



Disagree



Vocabulary



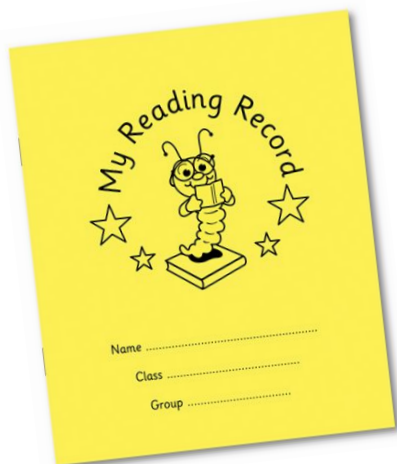
Every Child A Reader



- Your child can swap their reading for pleasure book as regularly as they like. *We would expect older children to swap less frequently if they are reading chapter books.*
- Access to books in class book corners and central libraries.
- Children read in English, Guided Reading and independent reading time.
- Class readers (story time) are timetabled daily.
- Children should read at home for at least 15mins
- We encourage parents to read to and with children at home as often as possible.
- We encourage children to read widely and broadly (fiction, non-fiction, poetry etc...)



Reading Records



 What comment shall I write? 	
Lucy Literal Comments	Inspector Inference Comments
<ul style="list-style-type: none"> Who are the main characters in the book? <p><i>The main characters in the book are ...</i></p> <ul style="list-style-type: none"> What did the characters say? 	<ul style="list-style-type: none"> How do you think the character is feeling? <p><i>I think they are feeling ... because ...</i></p> <ul style="list-style-type: none"> What do you think the character is thinking/planning? <p><i>I think they are planning...</i></p>

- Children to write a short entry daily after reading
- Reading record prompts available to support
- Parents encouraged to communicate through reading records
- Checked in school on a Monday and Thursday
- Please keep in school bags every day

OUR ROAD TO READING FOR PLEASURE

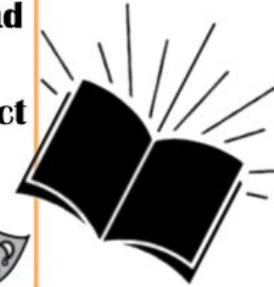
WORLD
**BOOK
DAY**

1 MARCH 2023

**How many words
can you read in
a minute?**



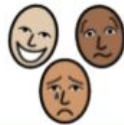
**Charades! Read
for 5-10
minutes and act
out what
happened.**



**How many pages
can you read in
5/10 minutes?**



**Read aloud to
someone with
expression.**



**Summarise what
you've read so
far in 10 words.**



**Share 2 truths
and a lie about
your book. Who
can find the lie?**



**Book swap!
Read your
partner's book
for 10 minutes
then give
feedback.**



**Compare a
character or
theme to another
book you've read.**



Name
Class
Group

If children are reluctant to read or complete reading records at home, making a game out of it or switching up the routine can be an effective strategy.

Try these activities at home!

Maths

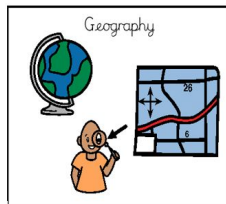
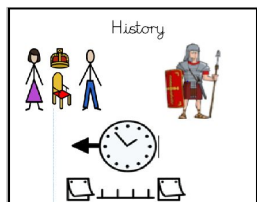
- Mastery-style teaching with a continued focus on fluency and reasoning.
- Use of oracy and sentence stems to aid children in framing their reasoning responses.
- Daily opportunities for arithmetic practice.
- Either Doodle Maths or Timestable rockstars available to all children for at home fluency practice.
- MOTs (Master of Times Tables) awarded in assemblies to children who have shown dedication to meeting year group x table expectations.



Mathematicians
learn together



Mathematicians
explore



History and Geography

This term our focus will be Ancient Greeks

What is the legacy of the Ancient Greeks?
Studying the geography of Greece and the daily lives of the people including Ancient Greek values and achievements, with particular emphasis on democracy, language, sport, architecture and rhetoric. Which is the most important legacy of the Ancient Greeks?

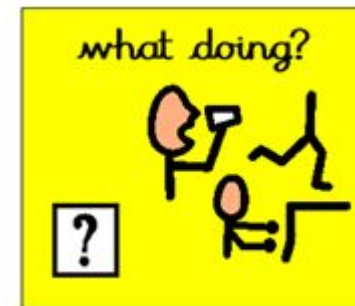
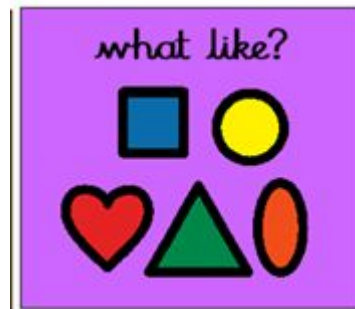


Trips or Events



Wednesday 18th October 2023
Greek temple virtual visit

Times Tables (MTC)



Parent workshops to be announced.

Physical Education and Daily Mile

- P.E. twice a week - Wednesday (with class teacher and gymnastics coach) and Thursday
- Daily mile timetabled each day.
- PE kit not required at the moment so please have appropriate footwear on all days.



Carmen (Sports Coach)
Abdi (Assistant Sports Coach)

Knowledge Mats






HISTORY KNOWLEDGE

PREHISTORIC BRITAIN

Prehistory is any time that happened before humans had writing.

The first people in Britain lived about 15,000 years ago and historians split into 'ages' to find out what was different about them.

Stone Age	Bronze Age	Iron Age
		
When the first humans began to live in Europe. They used stones as tools.	In this era, metals were used to make hunting tools. Humans also began to farm land.	Humans used iron to make tools and farmed land instead of hunting. They lived in communities.

Cheddar Man



STONEHENGE

Stonehenge is a prehistoric monument in England. It is made up of a ring of standing stones. It might have been used as a meeting place or for religious ceremonies.



SKARA BRAE

Skara Brae is a Neolithic settlement built out of stone in Scotland. It has helped historians find out more about how Stone Age people lived.



KEY LEARNING

Stone Age:

- Early Stone Age Man was a hunter-gatherer, travelling around following food sources, using flint tools to hunt animals.
- Cheddar Man was a Mesolithic skeleton discovered in 1903 and is the oldest complete skeleton found in Britain.

Bronze Age:

- The Bronze Age started when the Beaker People arrived from Europe with new ways of making metal. Tools were made from bronze - copper and tin were poured into casts.
- Bronze Age people lived in settlement of round houses. Houses were made of mud or dry stone.
- Making tools from bronze meant people more effectively.
- Settlements traded resources like copper and tin.
- Burials were important to Bronze Age people. They were buried in stone circles where burials took place.

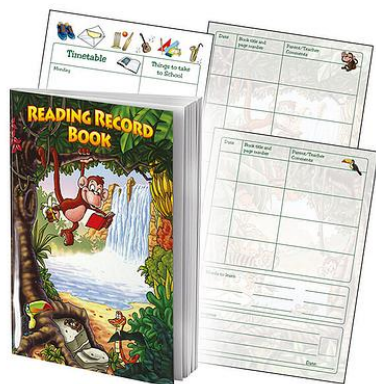
Iron Age:

- Tools were made from iron. Iron was harder than bronze and was hammered into shape.
- Settlements became larger because people needed to farm and defend themselves. People as a symbol of power and a way of defending themselves. This collection of tribes was called the Iron Age.
- There were lots of battles between tribes for more land and power and between kingdoms.
- At the end of the Iron Age, coins were used as currency.
- The Iron Age ended when the Romans arrived.

Palaeolithic	Old or 'ancient' Stone Age.
Mesolithic	Middle Stone Age
Neolithic	New Stone Age
ancient	—belonging to the distant past
Archaeologist	- someone who studies the past by exploring old remains
Artefact	- an object from the past that shows evidence of what life was like
Era	- a period of time in history. An era often begins or ends with an important event.
Extinct	—no longer has any living members, either in the world or in a particular place
Flint	- a piece of stone used in fire-starting and as a tool
Foundry	—A place of work where metal castings are made.
Forage	To look around for things to eat.
Handaxe	A sharp tool that you can hold in your hand. It was used for hunting and building



Home Learning



Home Learning Year 3

We are scheduling a new homework format. This about outlines the home learning to be completed for this half term. We have incorporated a hybrid of online and paper activities wherever possible, we will be adding copies of paper based activities into their home learning books. If you are happy to just access these online then let a member of the team know.

The home learning book can be used in conjunction to help with the learning you should share at home - phonics practice, drawing, research, handwriting practice or anything they want to share!

Weekly recap
Each week, children will be assigned a recap sheet from a book that we have completed in class. These will be added into the home learning book and shared on the google classroom.

Maths Planning questions
Use the maths activities in your book to practice your fluency of addition and subtraction within 100.
Use your child's USO login to access many games and activities on Google.

Phonics
Use the table provided on a separate sheet to follow what sounds have been taught or reviewed this half term. You are free to practice, write or play games with these sounds.






Monkey book
Follow the QR code for this half term's connection sheet. Children can use this to track their learning throughout the unit.
<https://forms.gle/rstLxer147dRupY8>
Have a go at the migration quiz from last half term too!
<https://forms.gle/fk-w3pCgshKwGus>

Weekly Quiz
Each week, children will be assigned new questions on work covered in class. Take the quiz as many times as you like, we will share efforts in class.

Daily reading
Your child should read with you every night, recording the reading session into their 'monkey book', also reading record, when possible.
We also have access to the 'Collins e-books' online platform, which means the books your child reads in week in class. Your child has their login for this inside their

Link and QR code to Collins e-books website for online reading
<https://apps.collinsoupnpage.com/app/login?service=https://3a/cbooks.collinsoupnpage.co>

Download the 'mote' chrome extension to help with answering questions using voice notes

Week 1	Example words	
ay	play, spray, tray, crayon, day, stray	
a-e	made, same, game, snake, amaze, lake	
ea	bead, sea, read, heap, treat, least	
e	fever, being, secret, me, we, she	
<u>Tricky Words</u>		
eye	sure	pure
said	were	people
<u>Alien Words</u> 		
vol	quass	sloom
labe	jair	joil
<u>Sentence</u>    		
I have seen a green snake in the forest.		





Google Classroom











Google Forms

KS2



Home learning
is practice! It
reviews
learning from
school.

Home Learning	
<p>Who do I want to be?  </p> <p>Autumn 1 Home Learning</p> <h1>INFORMATION</h1>	
<p>Weekly recap</p> <h2>LESSON SHEET</h2> 	
<p><u>Maths fluency practice</u></p>  <h3>1/2 TERM MATHS</h3>	<p><u>Phonics</u></p>   <h3>1/2 TERM SPELLING</h3>
<p><u>Monarchy quiz</u></p>  <h3>1/2 TERM QUIZ</h3>	<p><u>Weekly Quiz</u></p> <h3>WEEKLY QUIZ</h3> 
<p><u>Daily reading</u></p> <h1>READING</h1>	

Home Learning Books



Google Forms



Weekly

Week 1

Learn to write

ay	play, say, may, day, way, stay
ai	rain, said, said, said, said, said
ee	learn, seen, sea, team, mean, been
ie	learn, seen, said, team, mean, been

Tricky Words

eye	see	sea
said	seen	team

After Words

ed	seen	seen
like	see	see

Homework

Write down a poem about the letters.

Week 2

Learn to write

ig	big, pig, dig, wig, gig, big
ug	bug, rug, mug, tug, bug
oo	foot, good, foot, good, good
oo	foot, good, foot, good, good

Tricky Words

see	see	see
foot	foot	foot

After Words

ed	seen	seen
like	see	see

Homework

Write down a poem about the letters.




Week 3

Learn to write

ee	see, sea, sea, sea, sea, sea
ee	see, sea, sea, sea, sea, sea
ee	see, sea, sea, sea, sea, sea
ee	see, sea, sea, sea, sea, sea

Tricky Words

see	see	see
see	see	see

After Words

ed	seen	seen
like	see	see

Homework

Write down a poem about the letters.

Week 4

Learn to write

ee	see, sea, sea, sea, sea, sea
ee	see, sea, sea, sea, sea, sea
ee	see, sea, sea, sea, sea, sea
ee	see, sea, sea, sea, sea, sea

Tricky Words

see	see	see
see	see	see

After Words

ed	seen	seen
like	see	see










Homework

Write down a poem about the letters.




1. Identify the pictures of
 something that may be useful in the process of construction.

Now what the king has used to build a construction.

 hammer nail	 brick
 wheelbarrow	 shovel
 bucket	 ladder
 saw	 rope
 bricks	 stones

How to put up the construction?

- First step the king to the work.
- Next start on the ladder.
- Then using the saw to cut.
- After that assemble over the ladder.
- Finally finish on the work.

[illegible]

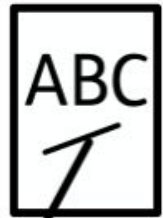
My Reading Record

★ ★ ★

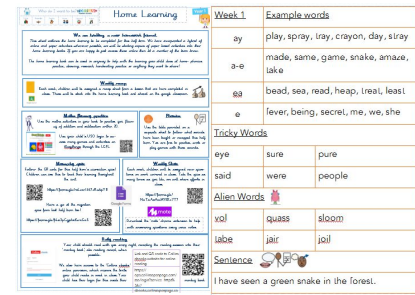
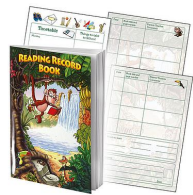
Name

Class

Group



- Hybrid model: weekly and termly tasks uploaded on Google Classroom for Y2-Y6, but can be sent home in homework books too.
- Login information provided in school
- Home Learning uploaded on Google Classroom on Wednesdays and is due the following Monday.
- Half termly and weekly activities
- Daily reading - reading record books
- Download Google Classroom and Mote extension.
- Spelling quiz book to stay in school - spelling practice can be carried out in home learning book/online.



Home Learning

- Feedback - teachers will review home learning.
- Work will be acknowledged e.g. values stickers, class discussion, comments
- Quizzes will be reviewed in class.
- Parents/carers workshop to be announced.

If you have any concerns regarding online access, then please speak to your child's class teacher.

Questions?