



## Messages from Redfield's Senior Leadership Team



Redfield Educate Together Primary Academy

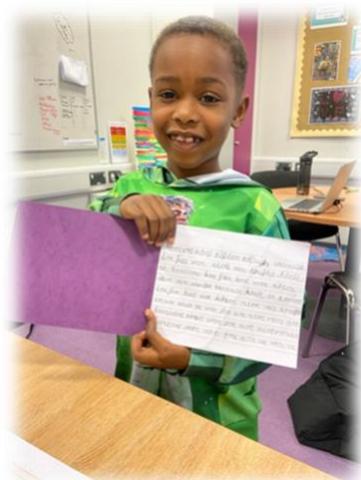
**9<sup>th</sup> January**

Dear Parents and Carers,

Welcome back to the new term after two weeks off. It has been a really positive first week back and it has been fantastic to see the children settle so quickly into their routines. There has already been lots of immersive learning happening across the school, with classrooms full of curiosity, discussion and purposeful activity. The calm, focused start to the term has really set us up well for the weeks ahead.

Our value this term is Courage. We will be encouraging children to show courage in many different ways - trying new learning, sharing their ideas and opinions, persevering when

learning feels challenging, and standing up for what is right. This links closely to our work as a Rights Respecting School, supporting children to develop confidence, resilience and a strong sense of self (UNCRC Articles 12 and 29). We have shared on Class Dojo earlier this week what we spoke about during our Learn Together Assembly.



We will also be sharing our weekly behaviour focus, taken directly from our Behaviour Curriculum, so that families are aware of the routines and expectations we are embedding consistently across the school. This week, our focus has been on Countdowns, supporting calm transitions and readiness for learning. Next week, we will be focusing on Wonderful Walking, helping children move around the school safely, respectfully and purposefully. These routines help ensure a calm,

safe environment where every child's right to learn is protected (UNCRC Article 28). You can see this information [here](#).

## Parent SLT Meetings – Thank You

This week we are holding Senior Leadership Team parent meetings on Thursday at 9:00am and 5:00pm, providing an opportunity to respond directly to parent feedback and questions.

Thank you to those parents who have engaged so openly and honestly with us. Your feedback is incredibly valuable and genuinely helps us as a school to continue on our journey of improvement.

## Class Pages and Curriculum Information

If you visit the class pages on our school website, you will be able to see key information about the learning taking place this term (these are currently being updated with this term's information). This includes curriculum overviews, example timetables and other useful details to help you understand what your child will be learning and how their school day is structured. Please see below an example and click the link [here](#) to see more.

**English – The boy at the back of the class**

**Journey Tale** – The main character goes on a quest or adventure. They usually go on this journey to complete a specific task. The character will face a series of challenges, trials or temptations which they will need to overcome to succeed and find their way back home.

**Recount** – The purpose of writing a recount is to retell an encounter or an occasion that already happened in the past. We may write these to advise, entertain or to reflect and analyse. Writing a recount can focus on a single section of an event or retell the whole story.



**Computing – Computing systems and networks**

- This unit explores the concept of variables in programming through games in Scratch.
- learners find out what variables are and relate them to real-world examples of values that can be set and changed.
- They use variables to create a simulation of a scoreboard.
- learners experiment with variables in an existing project, then modify them, before they create their own project.

**PSHE – Celebrating difference**

- Understanding our strengths and how to set ourselves realistic but challenging goals.
- Working out the steps needed to reach our goals and how to motivate ourselves to achieve these.
- Recognising the emotions I experience when thinking about people in the world who are suffering or living in difficult circumstances
- Describing how I can work with others to make the world a better place.

**RE - Islam**

- The enquiry looks at ways in which Muslims could improve their chances of a good afterlife for example, Muslims can live a good life by living religiously, asking Allah for forgiveness, doing good deeds, fasting during Ramadan and giving to those in need.
- Life can be a struggle and require a lot of effort to succeed. Muslims call this struggle Jihad. For most Muslims 'Jihad' means the struggle they have as an individual to be the best Muslim they can be.

**Maths – Ratio and Proportion and Algebra**

**Ratio and Proportion**

We will learn to understand the relationship between addition and multiplication, understand the language of ratio, use the ratio symbol to describe the relationship between values, explore the links between ratio and fractions, understand scale diagrams, use scale factors to describe and draw scale diagrams and solve ratio problems.

**Algebra**

We will understand 1 and 2 step function machines, how to use form expression and substitution, how to use formulae, to formulate equations, to solve 1 and 2-step equations, find pairs of values and solve problems with two unknowns.

**DT – Cam Mechanisms**

- Investigate and analyse a range of existing products that use cam mechanisms, identifying their purposes and key mechanical features.
- Research and develop design criteria for a product using a cam mechanism, aimed at a particular individual or group.
- Generate, develop, model and communicate ideas for a cam mechanism product using annotated sketches, cross-sectional diagrams, and prototypes.
- Select from and use a wider range of tools, equipment, materials and components to accurately construct a cam mechanism product, applying understanding of how to strengthen, stiffen and reinforce complex structures.

**Music –**

- English composer Ethel Smyth used music to put across the message of the suffragettes when she wrote their *March of the women* anthem. In this unit, children will learn how to make their own protest song inspired by Ethel's anthem and the suffragette movement.

**PE –Gymnastics and Netball**

- Use of variation in level, direction and pathways.
- Combining and linking actions.
- Using partner and apparatus.
- Develop attacking and defending principles in invasion games.
- Use skills, strategies and tactics to outwit the opposition.

**Science – Evolution and adaptation**

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Understand that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

**MFL –**

Learn the essential elements that all plants and animals need to survive.

Learn to look out for cognates (words that are similar in Spanish and English).

Use simple Spanish supported listening and reading activities to consolidate new learning and improve our listening and reading skills in Spanish.

## **Zones of regulation**

Our curriculum pages have also been updated and clearly set out our curriculum offer for the children, showing how learning builds across subjects and year groups. See here.

At Redfield ET, we use the Zones of Regulation framework to help children understand and manage their feelings. Over the coming months, we will be sharing some information about Zones of Regulation, some parents may even find it useful to refer to the Zones at home.

### **What Are the Zones of Regulation?**

A simple framework that helps children (and adults) understand and manage their feelings by sorting them into four colour-coded zones.

ZONE	HOW IT FEELS	EXAMPLES OF EMOTIONS	WHAT CHILD MIGHT NEED
BLUE ZONE	Low energy	sad, tired, sick, bored, lonely	rest, comfort, gentle encouragement, connection
GREEN ZONE	Calm & ready	happy, focused, content, proud, okay	keep going! ready to learn and engage
YELLOW ZONE	Heightened emotions	frustrated, silly, worried, excited, overwhelmed	support, tools to slow down or refocus
RED ZONE	Extremely heightened emotions	angry, terrified, out of control, panicked	safety, space, calming strategies, adult support

### **Why we use the zones at school**

- Builds emotional vocabulary
- Helps children notice body signals
- Teaches calming and focusing strategies
- Encourages problem-solving and reflection
- Provides a shared language between home and school

### **Questions you could ask at home**

- "What Zone are you in right now?"
- "What tells you your body is in that Zone?"

### **Lunchtime and playground updates**

We are pleased to share that Freya is now leading lunchtime clubs, offering a quiet, supportive space for children who may find the playground overwhelming.

Over the next few weeks, you will also see a number of playground improvements, including:

- New basketball hoops
- Additional football goals and nets

- New bins to help keep our outdoor spaces tidy
- Table tennis tables to widen play opportunities

### **Upcoming dates:**

15.1.26 – SLT parent meetings 9:00am and 5:00pm

20.1.26 – FORET Reception, Year 1 and 2 disco

22.1.26 – FORET Year  $\frac{3}{4}$  and 5/6 disco

30.1.26 – SEN coffee morning 9:00am – school avoidance focus

3.2.26 – Year 5 open classroom @2:45pm

4.2.26 – Year 2 open classrooms @ 2:45pm

5.2.26 – Year 1 open classroom @2:45pm

6.2.26 – Reception open classrooms @ 2:45pm

9.2.26 – Culture Day (More info soon!)

10.2.26 – Safer Internet Day

12.2.26 - Last day of term

13.2.26 – Inset Day