



SCHOOL POLICY AND GENERAL INFORMATION

Year 3 to Year 6 2020-2021

KEY STAGE 2

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YEAR 3 to YEAR 6 - 2020-2021

KEY STAGE 2

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School Calendar Academic Year 2019-2020

School Hours

School day

8:50 a.m. – 3:25 p.m.

Office

7:30 a.m. – 5:30 p.m.

Shop

8:30 a.m. – 4:30 p.m.

AUTUMN TERM 2019

Welcome from Mr Wilson, Principal	Tuesday 3rd September (9:00 a.m.)
Meet the Teachers (Nursery - Year 2)	Tuesday 3 rd September (9:30 a.m.)
Welcome from Mr Wilson, Principal	Wednesday 4 th September (9:00 a.m.)
Meet the Teachers (Year 3 - Year 13)	Wednesday 4 th September (9:30 a.m.)
Nursery (1/2 day) - No transport - No lunch (Transport will start on Monday 11th September)	Thursday 5 th and Friday 6 th September
Reception - Year 13 Full day (Transport service operative)	Thursday 5 th September
Parent/teacher conferences (holiday for children)	Friday 25th October Primary & Years 8-13 parents/guardians
Half Term Holiday	Friday 25th October – Monday 4th November
School Re-opens	Tuesday 5th November
Term ends	Wednesday 18th December (Italian lessons will take place until 5.00 pm)
Parent/teacher conferences morning (holiday for children)	Thursday 19 th December for Year 7 parents/guardians only
Christmas break	Thursday 19th December – Tuesday 7th January

SPRING TERM 2020

Spring Term begins	Wednesday 8 th January
Half Term Holiday	Monday 24th February - Monday 2nd March
Parent/teacher conferences (holiday for children)	Monday 2 nd March Primary & Years 7-13 parents/guardians
School Re-opens	Tuesday 3rd March
Term ends	Thursday 9 th April (Italian lessons will take place until 5.00 pm)
Easter break	Friday 10th April – Friday 17th April

SUMMER TERM 2020

Summer Term begins	Monday 20 th April
IBDP Examinations	Thursday 30 th April – Friday 22 nd May
Public Holiday	Friday 1 st May
Holiday	Tuesday 2 nd June
Barbecue Evening	Friday 12th June (6:30 p.m.) - (School closes 12:00 p.m)
End of school year	Thursday 25th June at 3:25 p.m.
Summer school	Tuesday 30 th June – Friday 24 th July

PRIMARY SCHOOL – KEY STAGE 2

GENERAL INFORMATION – 2020-2021

SCHOOL HOURS

Lessons begin at 09:00 and end at 15:25. Children should be in their classrooms at 08:50 for registration. Children arriving after 09:30 will need to go to the office to register before going to class. Parents are asked not to enter classes after 08.50.

LUNCH and SNACK

Children are served a three-course lunch over three sittings: 12:50, 13:00 and 13:10 with a varied menu; we use organic products where possible. Milk, mineral water, fruit juice, tea, bread, fruit and biscuits are served at 11.00. We ask parents not to send their children with a snack as this spoils their appetite for lunch. If you are planning to bring a cake for your child's birthday, this should be arranged with the class teacher in advance and please send a full list of ingredients. Parents do not like too many sweets or soft drinks given to their children too often. Please observe this ruling. If for any reason you wish to change your child's diet please speak to the Nurse first.

CLOTHING

All children should wear the school uniform (see enclosed uniform policy sheet). School uniform is available throughout the school year and is sold on the school premises. The shop is open from Monday to Friday from 08:30 to 16:30 during term time. During school holidays the shop times will vary so please contact the office for opening times. No special uniform is required for outdoor play but children must be suitably dressed for outdoor play throughout the year. All children must have appropriate PE clothing for games and gymnastics, shorts, tee-shirt or track-suit and running shoes on their physical education days. All clothing should be labelled with your child's name. Lost property is sent to the Lost Property box, so please check there if your child misplaces anything.

Physical Education kit can be worn on P.E. days up to and including Year 4. The older children use the Eschilo 2 Sports Centre for Physical Education. A separate sheet is attached giving full details.

MATERIALS

The school provides books, paper, pencils, and all necessary materials. All children should bring a long-sleeved overall (preferably waterproof) for art and other activities. A school bag for carrying books and homework should be brought each day. Children should not bring valuable belongings to school from home, nor should they bring toys or items to exchange. Mobile phones and electronic equipment are forbidden in Primary School. Communication with your child can be made through the office or by public phone.

LIBRARY

Each child from Year 1 onwards visits the library at least once a week to select a book to be taken home and returned on the same day of the following week. You are encouraged to share your child's enjoyment and help your child to remember to return their book on the correct day. The older children are encouraged to visit the library and change their book whenever necessary, as long as a teacher is present. They also have daily access to the Key Stage 2 Reading Area where they can borrow a range of levelled and non-levelled books. We ask you to replace lost books with one from home.

PARENT-TEACHER CONTACT

Southlands International School has a reputation as a school with a family atmosphere that encourages parent-teacher contact. During the year there are many opportunities, both formal and informal to meet your child's class teacher. At the beginning of the school year there is a Curriculum Information Meeting with your child's teacher, a Parent/Teacher evening twice a year as well as invitations to Christmas Concerts, Sports Days, class assemblies and end-of-year Barbecue. Individual appointments

can be made at any time with the class teacher or the Principal to discuss your child's progress or welfare.

Written reports are sent home twice a year, at the end of February and June. We welcome your response to these reports. Circulars to parents are generally sent via e-mail; however, please check your child's school bag each evening for occasional letters and send replies the following day if needed. The Principal's newsletter is issued every Friday and is also available on our App and website.

LANGUAGES

International pupils at Southlands study Italian from Year 1 upwards. They follow a programme which underpins the G.C.S.E. course starting in Year 5. All pupils at Southlands study French from Year 5 upwards.

Pupils for whom Italian is their first language can begin the Elementare programme when they are eligible. We recommend that children start the Elementare programme in Year 2. This will mean they will complete the Elementare programme in Year 6 and be able to commence the Media programme in the first year of secondary education (Year 7). On completion of the Elementare programme these pupils normally continue studying Italian in the Media programme we offer. Parents who wish their child to sit the optional Esame Integrativo and obligatory Licenza Media will be informed in early January of this opportunity. Southlands collaborates with the Istituto Fanelli Marini (Ostia Antica) whose Commissione run the exams. The Elementare exams will be held on our premises by the Commissione Esterna. Media exams are held directly at the Istituto Fanelli Marini itself. The exam session for both Elementare and Media exams are held in mid-June. Full details will be issued closer to the time.

PLACEMENT POLICY

Southlands is a private independent school which follows the National Curriculum of England. Our aim is to educate children following the programmes of study, schemes of work and national strategies set out in the documents of the National Curriculum.

Wherever possible children will be placed with their peer group and if help is needed to overcome transfer difficulties or language problems it will be provided by school. It may be necessary to supplement extra English lessons. This must be discussed with the Principal. However, children showing difficulties in language or social adjustment within their classes may be recommended to repeat the same year or be transferred to a year where progress can be made. This is not only in the child's interest, but also to maintain the high standard on which Southlands prides itself.

We cannot guarantee the same class places each year. We reserve the right to form new groups for the benefit of the whole class.

HOMEWORK POLICY

What are the aims of this policy?

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to homework.

What is the purpose of homework?

- To consolidate, reinforce and extend skills and understanding particularly in Literacy and Numeracy.
- To provide opportunities for parents and children to work together.
- To allow parents to gain an understanding of what children are learning in school.

- To allow children to progress towards becoming more independent learners.

What is the role of the school?

- To provide parents with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about homework.
- To provide support for children with the running of a homework club.

What is the role of the teacher?

- To plan and set a programme of homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To mark and give feedback about homework.
- To be available to talk to parents and children about homework.
- To inform parents if there is a problem regarding homework.

What is the role of the parent?

- To support the child in completing homework.
- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework.

What is the role of the child?

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

Homework in Key Stage 2

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children but good habits of independent study should be encouraged.

The main focus for homework in Key Stage 2 continues to be Literacy and Numeracy. However children will be given more varied tasks in other areas of the curriculum.

What type of work will my child have?

Reading

Children may read to an adult, with an adult or read to themselves in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction.

Literacy

This will be based around what the children will be learning in class. The work could be based on spelling or punctuation. They may be asked to read something and answer questions. Sometimes the task will be a piece of writing.

Numeracy

This will also be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work.

Children will be asked to make sure they know their multiplication tables from 2 to 10. They should be able to recite them and answer mixed questions.

Other Areas

Work could be linked to any other curriculum area, Science, Geography, History and so on. It could take many forms, preparing a talk, completing a piece of research or conducting an interview. The nature of this work may be more open ended than in other areas.

How much time should be spent on homework?

Year 3 and 4	20-30 minutes per day in addition to reading at least three times a week
Year 5 and 6	40-60 minutes per day in addition to reading at least three times a week

HOMWORK POLICY IN CASE OF ABSENCE

Homework can be requested in the morning of the **third day** of absence. We feel a pupil who is absent for any reason cannot be expected to successfully follow through homework based on work taught in class. Work can be caught up. Extra work will be sent home when the pupil returns to school. If a child is going on holiday no homework will be given. Pupils can be encouraged to keep a holiday diary and read.


If a pupil is absent for a long period of time parents should contact the school and work will be prepared at the discretion of the teacher.








Homework Hints

Websites for further Learning !

We would like to recommend some great learning websites that you may wish to use with your children to help them during their new year at school! Below is a list of some of the best new and existing websites that we use, which we are sure will entertain and help your children enjoy their break even more...

What Should I Read Next? (whatshouldireadnext.com) suggests ideas for books you should read based on whatever you read last. Really helpful when choosing that next book for the beach!

Resource	Description
<p>Espresso Discovery Education</p>  <p>Login: student15593 Password: griffin</p>	<p>Complete with a number of useful activities, games and educational resources, as well as daily news updates, recorded in English, to keep students aware of all going on.</p>

<p>BBC Newsround</p> 	<p>Very useful for citizenship and packed with interactive content and games for students to use at their will.</p>
<p>Active Learn Resources</p> 	<p>Class Teachers have assigned resources, books and interactive Maths activities, which can still be used throughout the summer to help your children to practice skills.</p>
<p>Oxford Owl</p> 	<p>Updated daily with hundreds of books for all ages of students.</p>
<p>Khan Academy</p> 	<p>Online coaching website. It has all the traditional school subjects including math, science, computer programming, history.</p>
<p>Youtube Kids</p> 	<p>The YouTube Kids app has been designed to allow children to explore a more controlled environment in a simple and fun way. In addition, parents and guardians are able to guide them easily as they discover new and exciting interests.</p>
<p>Purple Mash</p> 	<p>Purple Mash is an award-winning cross-curricular website for Nursery and Primary School children. It enables children to explore and enhance their knowledge in a fun and creative way. You will find games and activities to support all curriculum areas.</p>
<p>Epic Books</p> 	<p>Epic offers access to a library of books and videos for children ages 12 and under. The service can be used on desktop and mobile devices. You will find books and videos covering all topics and interests.</p>

ENTRY & EXIT PROCEDURES AND TRANSPORT ARRANGEMENTS

We all share the same objectives with reference the safety and security of the children and students in our care. In view of this, we have drawn up some helpful guidelines which we are confident you will find useful regarding the morning entry and afternoon exit procedures; these measures will assist in helping us to help you and vice versa.

We ask the children to behave on the school buses for their own safety, any discipline problems will be dealt with severely. A Transportation Policy (within this booklet) is issued to all parents using the bus service. Good communication between parents and the Front Desk is especially vital for the smooth running of this important handover and we hope that the "Frequently Asked Questions" will respond to your queries.

FREQUENTLY ASKED QUESTIONS

1) Can I drop my child off before school starts?

Yes. We have 2 services that cater for early arrivals. The first is Morning Breakfast (payment required) where children are dropped off with a teacher from 7.30-8.15 and are served breakfast. The second service runs from 8.15-8.50 where later arrivals join the Morning Breakfast club and may wait for free with a teacher till the start of the school day. When the 8.50 am bell rings, children in Nursery and Reception are taken to class and older children go by themselves.

2) My child usually rides the bus but today he/she is not coming to school or I will be bringing him/her... what should I do?

If it is a scheduled absence you can call the Front Desk secretaries (06 5053932) several days in advance. If the absence is on the day, please telephone and speak to the operator or leave a message.

3) My child will arrive at school after 09.00 ... what should I do?

Phone the Front Desk secretaries with as much advance notice as possible; the secretaries will inform the Class Teacher. When you do arrive at school with your child please ensure he/she passes by the Front Desk to register or better still please pass by the Front Desk yourself. This is important for transport, lunch issues and more importantly for health and safety.

4) Can I collect my child during the school day (e.g. dental appointment)?

Yes, however, we ask that this be done only when it is *absolutely* necessary. Please inform the Front Desk (06 5053932) the day beforehand and the Class Teacher will be notified. To ensure this service runs smoothly it is insufficient to inform the Teacher and/or Bus Monitor. If you find out on the day itself that you need to collect your child, please let the secretaries know with as much advance notice as possible. The secretaries will inform the Class Teacher who will ensure your child is ready for you to collect at the scheduled time in the office. Kindly refrain from notifying the school with e.g. 15 minutes notice as this creates disruption in the classroom and logistical difficulties.

5) I collected my child during the school day but he/she can now return... what should I do?

If, for example, you collected your child due to a dental appointment and he/she is fit enough to return to school, kindly phone the Front Desk (06 5053932). When you do effectively arrive at school with your child please ensure he/she passes by the Front Desk to register or better still please pass by the Front Desk yourself. This is important for transport, lunch issues and more importantly for health and safety.

6) I know I should be punctual and collect my child at 15.25, but today I have a real emergency and may be late... what should I do?

We appreciate and understand that on rare occasions emergencies arise. The school day ends at 15.25 and this is the time when pupils must be collected. Parents who collect their children at 15.25 are asked to leave their cars in the school car park, and enter by the car park gate. This gate is opened at 15.25 only, for the safety of the children. However, if you are running late please inform the Front Desk (06 5053932 ext. 9). The secretaries will try to notify the Class Teacher who will keep your child till 15.45

7) I usually collect my child but today he/she will be collected by someone else at 15.25 (or after an after-school activity)... whom should I inform?

Option 1 If a "new external" person (who has never been to the school e.g grandfather, babysitter, driver, family friend etc) will collect your child please follow this procedure:

- Inform the Front Desk before 14.00 with the name of the person collecting your child with a written and signed authorisation (signed authorisation, fax or signed pdf attachment to an email), if a person, other than those originally delegated will take custody of the student at the end of school day. In this case, a copy of the person's ID should be attached to the signed authorisation.
- Inform the "external" person that he/she will need to pass by the Front Desk with photographic ID or, if it is more convenient, please accompany the person in the morning.
- The secretaries will make 2 photocopies of the ID and ask the person to sign a privacy declaration. A copy will be kept in your child's file and a copy will be given to the Class Teacher. The "external" person will now be logged as an "authorised person" and your child will be handed over.

Option 2 If a previously authorised person whether "internal" (i.e another Southlands parent or Southlands teacher) or " external" (i.e a person who has already been registered as an "authorised person") will collect your child, kindly notify the Front Desk before 14.00 who will relay this information to the Class Teacher before the end of the school day.

At the beginning of any scholastic year, authorised people from the previous year roll over to the next and the new Class Teacher will be given photocopies all authorised people that are registered for your child. If anyone is no longer an "authorised person", it is your responsibility to inform the Front Desk who will remove this person's details.

8) My child usually rides the bus home, goes to Eschilo 2 or has another bus arrangement, but today he/she will be collected from school... what should I do?

Inform the Front Desk before 14.00. See the procedure for point 7 (above)

9) An "authorised person/school parent" will collect my child on a regular basis... whom should I inform?

If this person collects your child every single day, instead of regularly calling the Front Desk, you can inform the office at the beginning of the scholastic year in writing and this arrangement will be communicated to the Class Teacher.

10) I have informed the Front Desk that my child will ride the bus, attend Italian Media, Eschilo 2 or an Extra Curricular Activity... what should he/she do at 15.25 and/or when the activity ends?

- Bus children & Eschilo: at 15.25 Children from Nursery to Year 1 will be accompanied to the bus area and children from Year 2 upwards will make their own way to the bus area where they will report to their Bus Monitor.
- Italian Elementare & Media: at 15.25 students will make their way to the designated class and not linger on the grounds unsupervised.
- Extra-Curricular Activity: Primary children will be accompanied to the appropriate after school activity teacher who will be in place to receive them.

- At 16.45 Primary and Elementary children should be promptly collected from the person running the club/lesson. Uncollected children will be taken to the office; please do not ask that your child waits for you unsupervised in the garden until you arrive.

CAR PARK

Parents who collect students at 15.25 are asked to leave their cars in the school car park, and to enter by the car park gate. This gate is opened at 15.25 only, for the safety of all students.

PLEASE DO NOT COLLECT YOUR CHILD BEFORE 15.25 UNLESS IT IS ABSOLUTELY NECESSARY AND ARRANGEMENTS HAVE BEEN MADE WITH THE SCHOOL OFFICE BEFOREHAND. PLEASE SEE “ENTRY & EXIT PROCEDURES”

May we take this opportunity to inform you that the access beyond the barrier on Via Teleclide is restricted to deliveries only. All of our families should use the car park in Via Epaminonda in the morning and afternoon. Please ensure you drive slowly in the school grounds. Avoid dropping off your children in the No Parking area since this blocks the entrance. As a safety measure, we encourage all parents to display the car pass on their dashboard; new coloured passes are issued each year.

In the event of technical problems with the normal school telephone lines and you are unable to contact the school, please be aware of the mobile telephone number: 347 519 5795. Thank you in advance for your co-operation in making our school a safe place.

ABSENCES

Please notify the school in advance if your child will be arriving late or will be collected early for any reason. When an absence of a few days is necessary, please advise us in writing as early as possible.

Please do not send your child to school if he/she is unwell both for his/her own comfort and safety and also to avoid infecting others. You should let the school know the reason for any unscheduled absence by telephoning preferably on the first day of absence.

For further information please refer to the Information from the Nurse at the back of this booklet.

SICKNESS AND ACCIDENTS IN SCHOOL

It is essential that we have up to date telephone numbers where you, or a substitute, may be contacted in an emergency. Please inform the office if you change your address or telephone contact numbers.

All children in school should be fit to participate in the entire school programme - this includes P.E., lunch and garden play times. **If your child is unwell, please keep them at home.** The guidelines at the back of this booklet (Information from the Nurse) will help you decide whether or not your child is well enough to attend school.

INSURANCE

In the event of an accident on the school premises, pupils are covered by the school's insurance policy. Parents may contact the school office for further details.

WAYS TO HELP YOUR CHILD IN SCHOOL

As parents you are well aware of how important small things can be for your child. A routine to ensure that your child has a reading book, gym kit, library book, etc. in school on the correct days will help him/her to feel well-prepared and comfortable in school. Being well-rested, arriving on time and being suitably dressed for the weather are also important factors in ensuring that your child is able to benefit fully from his/her day in school.

Keeping in touch with your child's class teacher and the Principal, through Parent/Teacher meetings, and other parent evenings or by making an appointment, is also a help in forestalling problems and in taking best possible advantage of the education offered at Southlands International School. The evidence of your interest in what he/she does at school by setting aside time each evening to share a book or other work will also contribute to your child's success and happiness.

There are other ways in which you can help us to run the school well for the benefit of your child and everyone. Please check your e-mail and your child's school bag daily for letters sent by the school and ensure that replies are returned promptly. Let us know in advance whenever changes in your child's normal routine will take place. Please follow the school's procedures regarding absences, sickness, etc. and keep us up to date with your address, telephone number and health information about your child.

We thank you for the support and co-operation in these matters that we have received in the past and once again wish everyone a happy and successful time at Southlands.

Yours sincerely,



Victoria Del Federico
Principal

September 2020

YEAR 3 LITERACY AND NUMERACY FRAMEWORKS

Literacy in the Primary School

Pearson iPrimary English: Bug Club

The Pearson Primary English Ladder provides a route through the curriculum by breaking down the Literacy objectives in the National Curriculum Programme of Study for England, September 2014. Literacy in KS1 and KS2 at Southlands follows the Pearson iPrimary English 'Bug Club' programme. Bug Club is a whole-school scheme of work that hooks children into a lifelong love of reading through books and online reading. Through a series of text-centred units, the students explore a variety of genres and texts in class, including poetry and non-fiction. Bug Club also uses technology that children are used to every day to make reading even more fun – with online quizzes, games and reward worlds to spark enthusiasm and develop comprehension.

Reading Scheme

In addition to the iPrimary English programme, we develop word skills and comprehension through a core Reading scheme, which is based on the Oxford Reading Tree programme. This runs from Reception through to Year 6. Students are allocated a book band colour, in line with Age Related Expectations and the National Curriculum (2014) objectives for reading. Reading books will be read at home and in school as each student progresses through the programme at their own pace.

Novel Studies

In Key Stage 2 (Year 3 – Year 6), the students will carry out three novel studies, one per term. Alongside the Reading objectives, these novel studies provide rich, text-based opportunities for Writing, as well as further developing the lifelong love of reading that is central to our Literacy programme at Southlands.

Phonics, Spelling & Grammar

In order to provide students with the essential tools of Literacy we follow the DfES Letters & Sounds programme for Phonics in Key Stage 1 and the first term of Year 3. The Phonics programme also forms the basis of the weekly spelling lists, which are sent home as homework before being tested in class. Starting from Term 2 in Year 3, the weekly spelling is based on weekly grammar rules, which are taught in class and supported by a variety of resources including the iPrimary 'Grammar & Spelling Bug'.

Writing

In Literacy at Southlands, students are provided with a variety of opportunities for Writing through the iPrimary English programmes and novel studies (Key Stage 2). In addition, students will carry out Writing through our interdisciplinary activities in Science, Social Studies and ICT.

Speaking & Listening

Speaking and Listening activities are ongoing throughout the year, across the curriculum

YEAR 3 NUMERACY FRAMEWORK

Please note that in the Primary School we follow the iPrimary curriculum.

Number and Place Value

- Count beyond 100 and recognise patterns when counting across 100s boundaries to 1000.
- Count from 0 in multiples of 3, 4, 50 and 100.
- Read, write and say aloud numbers written in figures from 100 to 1000.

- Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) and write numbers in expanded form.
- Write or say aloud 1, 10 or 100 more than any given number up to 1000 (with answers no more than 1000); write or say aloud 1, 10 or 100 less than any given number up to 1000 (with answers no less than 0).
- Compare and order numbers to 1000 and write statements using inequality signs $<$ or $>$.
- Round 3-digit numbers to the nearest 100.

Addition and Subtraction

- Add several 1-digit and 2-digit numbers (up to and including 20).
- Recognise and work out bonds for numbers to 100.
- Mentally add numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s.
- Mentally subtract numbers: a 3-digit number and 1s a 3-digit number and 10s a 3-digit number and 100s
- Add numbers with two digits, using formal written methods of column addition.
- Add numbers with up to three digits, using formal written methods of column addition.
- Subtract numbers with two digits, using formal written methods of column subtraction.
- Subtract numbers with up to three digits, using formal written methods of column subtraction.
- Estimate numbers on a number line.
- Estimate the answer to a calculation.
- Understand when to add and when to subtract and the relationship between addition and subtraction.

Multiplication and Division

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; recognise and work out multiplication and division for the 3 and 4 multiplication tables (up to and including $10 \times \dots$).
- Know doubles up to and including 20; know their related halves.
- Multiply numbers by 100 with answers up to and including 1000.
- Read, write and interpret mathematical statements involving multiplication and division using the multiplication (\times), division (\div) and equals ($=$) signs, for the 3 and 4 multiplication tables.
- Solve 1-step problems involving multiplying and dividing by 2, 3, 4, 5 and 10.
- Solve missing number problems for multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables.

All Four Operations

- Solve simple problems in contexts, deciding which of the four operations to use.

Fractions

- Recognise, find and name unit fractions of a shape (for fractions with denominators up to and including 10).
- Recognise that two-halves make one-whole, three-thirds make one-whole, four-quarters make one-whole, five-fifths make one-whole ... ten-tenths make one-whole (for fractions with denominators up to and including 10).
- Recognise, find and name non-unit fractions of a shape (for fractions with denominators up to and including 10).
- Compare and order unit fractions and compare and order fractions with the same denominators (for fractions with denominators up to and including 10) and write statements using inequality signs $<$ or $>$.
- Recognise, find and name equivalent fractions (for fractions with denominators up to and including 10), using pictorial representations.

- Recognise and name a third as one of three equal parts on a number line and recognise that three-thirds make one-whole; recognise and name other unit fractions as one of equal parts on a number line and recognise how many of the unit fractions make a whole (for fractions with denominators up to and including 10).
- Count in unit fractions along a number line (for fractions with denominators up to and including 10); and count beyond one-whole.
- Recognise, find and name equivalent fractions (for fractions with denominators up to and including 10) on a number line.
- Understand whole and fractions of a whole (for fractions with denominators up to and including 10) as mixed numbers.

Measure

- Measure lengths (mm, cm and m), weights/masses (g and kg) and capacity (ml and l) with standard units.
- Choose appropriate standard units (mm or cm or m; g or kg; ml or l) to use; compare, order and describe weights/masses and capacities, where measures are in the same units, and record the results using $>$, $<$ and $=$.
- Know that 10mm is equivalent to 1cm; 100cm is equivalent to 1 metre; 1000g is equivalent to 1kg and 1000ml is equivalent to 1 l.
- Compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Estimate length/height, mass/weight, volume/capacity and time to the nearest appropriate unit.
- Add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) in the same units.
- Compare, order, describe and record temperature (positive integers of degrees Celsius only).
- Solve measure problems, involving comparing, rounding and the four operations (integer measures only).
- Read and record amounts of local money in notes and coins up to 1000 units.
- Know how many of a smaller denomination is equivalent to a bigger denomination and record them separately.
- Add and subtract amounts of money to give change
- Solve problems in a practical context involving money (integer money amounts only).
- Show and write the times: o'clock, half past, quarter past and quarter to the hour.
- Know the number of minutes in one hour and the number of seconds in one minute.

Shape

- Understand quarter and three-quarter turn rotations
- Recognise angles as a description of a turn and identify right angles.
- Draw 2D shapes (not to accurate dimensions) on a cm squared grid and make 3D solids.
- Identify right angles in 2D shapes and know the geometric symbol for right angle.
- Identify horizontal and vertical lines
- Recognise symmetry in pictures of shapes and real life objects with a vertical or horizontal line of symmetry; draw the single line of symmetry

Statistics

- Record data in simple tally charts and tables.
- Interpret simple tally charts and tables.
- Interpret and construct pictograms (where one picture represents one, two, five or ten items) and bar charts (using a scale of 1, 2, 5 or 10).
- Solve problems using data in tables and presented in scaled bar charts or pictograms, where two categories are compared.

YEAR 3 SUBJECT OVERVIEW

	Autumn	Spring	Summer
Science	Teeth and eating Rocks and soils Animal adaptations	Forces Feeding relationships Using and changing materials	Magnets Light Friction
HISTORY/ GEOGRAPHY	Ancient and modern Egypt What causes the weather	Stone to Bronze age Ostia – Then and now Stone age and Iron age settlements	Mayan Civilisation Why are the oceans important?
I.C.T.	<ul style="list-style-type: none"> Using technology, Using the internet, Communicating and collaborating online, Creating and Publishing, Digital Media, Using Data, Programming and Control, Modelling and Simulations. 		
R.E.	How and why do Hindus celebrate Divali?	What do signs and symbols mean in religion? - focus on Judaism, Buddhism and Sikhism.	What do we know about Jesus?
Citizenship	Taking part – developing skills of communication and participation	Choices	Animals and us
Art and Design	Investigating pattern in textiles from different times and cultures	Portraying relationships in paintings, prints and photographs	Can we change places – exploring sculpture
Design Technology	Sandwich snacks	Packaging	Photograph frames
Music	On-going: aural and vocal skills Glockenspiels/xylophones	On-going: aural and vocal skills Composers/history of music	On-going: aural and vocal skills Performing together
P.E.	Invasion games Gymnastics / dance activities	Striking and field games Gymnastics / dance activities	Invasion games Gymnastics / dance activities Athletics

YEAR 4 LITERACY AND NUMERACY FRAMEWORKS

Literacy in the Primary School

Pearson iPrimary English: Bug Club

The Pearson Primary English Ladder provides a route through the curriculum by breaking down the Literacy objectives in the National Curriculum Programme of Study for England, September 2014. Literacy in KS1 and KS2 at Southlands follows the Pearson iPrimary English ‘Bug Club’ programme. Bug Club is a whole-school scheme of work that hooks children into a lifelong love of reading through books and online reading. Through a series of text-centred units, the students explore a variety of genres and texts in class, including poetry and non-fiction. Bug Club also uses technology that children are used to every day to make reading even more fun – with online quizzes, games and reward worlds to spark enthusiasm and develop comprehension.

Reading Scheme

In addition to the iPrimary English programme, we develop word skills and comprehension through a core Reading scheme, which is based on the Oxford Reading Tree programme. This runs from Reception through to Year 6. Students are allocated a book band colour, in line with Age Related Expectations and the National Curriculum (2014) objectives for reading. Reading books will be read at home and in school as each student progresses through the programme at their own pace.

Novel Studies

In Key Stage 2 (Year 3 – Year 6), the students will carry out three novel studies, one per term. Alongside the Reading objectives, these novel studies provide rich, text-based opportunities for Writing, as well as further developing the lifelong love of reading that is central to our Literacy programme at Southlands.

Phonics, Spelling & Grammar

In order to provide students with the essential tools of Literacy we follow the DfES Letters & Sounds programme for Phonics in Key Stage 1 and the first term of Year 3. The Phonics programme also forms the basis of the weekly spelling lists, which are sent home as homework before being tested in class. Starting from Term 2 in Year 3, the weekly spelling is based on weekly grammar rules, which are taught in class and supported by a variety of resources including the iPrimary ‘Grammar & Spelling Bug’.

Writing

In Literacy at Southlands, students are provided with a variety of opportunities for Writing through the iPrimary English programmes and novel studies (Key Stage 2). In addition, students will carry out Writing through our interdisciplinary activities in Science, Social Studies and ICT.

Speaking & Listening

Speaking and Listening activities are ongoing throughout the year, across the curriculum.

YEAR 4 NUMERACY FRAMEWORK

Please note that in the Primary School we follow the iPrimary curriculum.

Number and Place Value

- Recognise patterns when counting across 1000s boundaries to 10000.
- Count from 0 in multiples of 6, 8, 25 and 1000.
- Read, write and say aloud numbers written in figures from 1000 to 10000.
- Recognise the place value of each digit in a 4-digit number (1000s, 100s, 10s, 1s) and write numbers in expanded form.
- Write or say aloud the number 1000 more than any number between 0 and 9000 or 1000 less than any number between 1000 and 10000.
- Compare and order numbers to 10000 and write statements using inequality signs < or >.
- Round any number to the nearest 10, 100 or 1000.
- Count backwards through 0 to include negative numbers.

Addition and Subtraction

- Know number bonds to 100 and recognise and work out bonds to the next 100.
- Add and subtract integers with up to and including four digits using appropriate mental methods.
- Add and subtract integers with up to and including four digits, using mental or formal written methods of column addition and subtraction, where appropriate.
- Add several 2-digit numbers.
- Estimate the answer to a calculation.
- Understand when to add and when to subtract and the relationship between addition and subtraction.

Multiplication and Division

- Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables including multiples and factor pairs; recognise and work out multiplication and division for the 6 and 8 multiplication tables (up to $10 \times \dots$).
- Multiply and divide numbers by 1 and multiply by 0.
- Read, write and interpret mathematical statements involving multiplication and division using the multiplication (\times), division (\div) and equals ($=$) signs, for the 6 and 8 multiplication tables.
- Use known multiplication facts to multiply by multiples of 10 and 100.
- Use place value, known facts and partitioning to multiply and divide mentally.
- Multiply together three single digit numbers.
- Use place value to double and halve 2- and 3-digit numbers mentally.
- Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method.
- Divide 3-digit numbers by 1-digit numbers with integer answers.
- Estimate the answer to a calculation.
- Understand when to multiply and when to divide and the relationship between multiplication and division.
- Solve missing number problems for multiplication and division.

All Four Operations

- Solve simple problems in contexts, deciding which of the four operations to use

Fractions and Decimals

- Know that $\frac{1}{10}$ is written 0.1 as a decimal and relate tenths to place value and decimal measures
- Work out one-third, one-quarter, one-fifth or one-tenth of a number or quantity and relate thirds to dividing by 3, quarters to dividing by 4, fifths to dividing by 5 and tenths to dividing by 10.
- Work out non-unit fractions (for fractions with denominators up to and including 10) of a quantity, using objects and pictorial representations
- Add and subtract fractions with the same denominators (for fractions with denominators up to and including 10) with answers less than 1.
- Add fractions with the same denominators (for fractions with denominators up to and including 10) that give an answer exactly 1; subtract fractions from 1
- Add fractions with the same denominator (for fractions with denominators up to and including ten) to give a total
- Relate adding tenths to adding decimals
- Solve problems involving fractions (for fractions with denominators up to and including ten), including missing number problems (for addition and subtraction), and finding fractions in everyday contexts

Measure

- Relate number lines showing 0·1, 0·2 ... to millimetre measures and centimetres on a ruler.
- Measure using knowledge of the number system including tenths written as decimals and standard measure abbreviations.
- Work out equivalents of measure for mm, cm and m (integer answers only).
- Solve problems involving measure, including conversions, comparing, rounding and the four operations (integer measures only).
- Read and write amounts of local money using 2 decimal places.
- Solve problems involving money calculations, using the four operations (integer money amounts only).
- Read and write months of the year
- Know the number of days in each month, year and leap year.
- Read and write the time in multiples of 5 to and past the hour on an analogue clock.
- Know that half an hour is 30 minutes, quarter of an hour is 15 minutes and three-quarters of an hour is 45 minutes
- Read and write the time from 12-hour and 24-hour digital clocks.
- Solve simple problems involving time.
- Compare, order, describe and record temperature (positive and negative integers of degrees Celsius).
- Find perimeters of rectilinear shapes drawn on cm squared grids by counting squares
- Find areas of rectilinear shapes drawn on cm squared grids by counting squares

Shape

- Identify acute, obtuse and reflex angles; order angles by size.
- Identify pairs of perpendicular, parallel and equal length lines and know the geometric symbol for parallel and equal length lines.
- Recognise and name a parallelogram and a rhombus.
- Identify, describe and compare simple properties of triangles, rectangles, squares, parallelograms and rhombuses and sort the shapes accordingly.
- Identify and name equilateral and right-angled triangles
- Recognise symmetry in 2D shapes and in pictures of real life objects with a vertical and/or horizontal line of symmetry; draw the lines of symmetry.
- Complete a simple symmetrical figure, given its line of symmetry.

Position

- Read, write and use coordinates in the first quadrant.

Statistics

- Interpret and represent data in bar charts and line graphs to show changes over time.
- Draw and use simple tables to represent a small amount of discrete data, where the table only has two or three columns.
- Solve a variety of problems using data in tables and presented in scaled bar charts or pictograms.

YEAR 4 SUBJECT OVERVIEW

	Autumn	Spring	Summer
Science	Skeleton and muscles Variation and classification	Growing plants Solids, liquids and gases	Making and changing sounds Electricity: everyday uses and simple circuits
HISTORY/ GEOGRAPHY	Ancient and modern Greece Why is the Earth not flat?	Romans: In Rome and in Britain. Hadrian's villa	Iron Age and the Celts How do we use our natural resources?
I.C.T.	<ul style="list-style-type: none"> Using technology, Using the internet, Communicating and collaborating online, Creating and Publishing, Digital Media, Using Data, Programming and Control, Modelling and Simulations. 		
R.E.	How and why do Hindus worship at home and in the mandir?	Why is Easter important for Christians?	What religions are represented in our neighbourhood?
Citizenship	People who help us	Living in a diverse world	Developing our school grounds
Art and Design	Viewpoints - conveying the atmosphere and story of a dream	Take a seat – exploring the designs of chairs	Journeys – using signs, symbols and metaphors
Design Technology	Story books	Money containers	Lighting it up
Music	On-going: listening, vocal and recorder skills	On-going: listening vocal and recorder skills Composers/history of music	On-going: listening, vocal and recorder skills Performing together
P.E.	Invasion games Gymnastics / dance activities	Striking and field games Gymnastics / dance activities	Invasion games Gymnastics / dance activities Athletics

YEAR 5 LITERACY AND NUMERACY FRAMEWORKS

Literacy in the Primary School

Pearson iPrimary English: Bug Club

The Pearson Primary English Ladder provides a route through the curriculum by breaking down the Literacy objectives in the National Curriculum Programme of Study for England, September 2014. Literacy in KS1 and KS2 at Southlands follows the Pearson iPrimary English 'Bug Club' programme. Bug Club is a whole-school scheme of work that hooks children into a lifelong love of reading through books and online reading. Through a series of text-centred units, the students explore a variety of genres and texts in class, including poetry and non-fiction. Bug Club also uses technology that children are used to every day to make reading even more fun – with online quizzes, games and reward worlds to spark enthusiasm and develop comprehension.

Reading Scheme

In addition to the iPrimary English programme, we develop word skills and comprehension through a core Reading scheme, which is based on the Oxford Reading Tree programme. This runs from

Reception through to Year 6. Students are allocated a book band colour, in line with Age Related Expectations and the National Curriculum (2014) objectives for reading. Reading books will be read at home and in school as each student progresses through the programme at their own pace.

Novel Studies

In Key Stage 2 (Year 3 – Year 6), the students will carry out three novel studies, one per term. Alongside the Reading objectives, these novel studies provide rich, text-based opportunities for Writing, as well as further developing the lifelong love of reading that is central to our Literacy programme at Southlands.

Phonics, Spelling & Grammar

In order to provide students with the essential tools of Literacy we follow the DfES Letters & Sounds programme for Phonics in Key Stage 1 and the first term of Year 3. The Phonics programme also forms the basis of the weekly spelling lists, which are sent home as homework before being tested in class. Starting from Term 2 in Year 3, the weekly spelling is based on weekly grammar rules, which are taught in class and supported by a variety of resources including the iPrimary ‘Grammar & Spelling Bug’.

Writing

In Literacy at Southlands, students are provided with a variety of opportunities for Writing through the iPrimary English programmes and novel studies (Key Stage 2). In addition, students will carry out Writing through our interdisciplinary activities in Science, Social Studies and ICT.

Speaking & Listening

Speaking and Listening activities are ongoing throughout the year, across the curriculum.

YEAR 5 NUMERACY FRAMEWORK

Please note that in the Primary School we follow the iPrimary curriculum.

Number and Place Value

- Count from 0 in multiples of 7, 9 and 11.
- Read, write and say aloud numbers written in figures from 10000 to 100000.
- Recognise the place value of each digit in a 5-digit number (10000s, 1000s, 100s, 10s, 1s) and write numbers in expanded form
- Relate 1 100s and 0.01 to the place value table.
- Write or say aloud 10, 100, 1000 or 10000 more than any given number up to 100000 (with answers no more than 100000); write or say aloud 10, 100, 1000 or 10000 less than any given number up to 100000 (with answers no less than 0)
- Compare and order numbers to 100000 and write statements using inequality signs < or >.
- Round any number up to 100000 to the nearest 10, 100, 1000 or 10000.
- Use negative numbers in context of temperature and calculate temperature rise and fall, including across 0
- Order negative and positive numbers in context and write statements using inequality signs < or >.

Addition and Subtraction

- Add and subtract positive integers with up to and including five digits, using mental or formal written methods of column addition and subtraction, where appropriate.
- Use column addition to add more than two numbers with up to and including four digits.
- Estimate the answer to an addition or subtraction calculation.
- Understand when to add and when to subtract and the relationship between addition and subtraction

Multiplication and Division

- Recall and use multiplication and division facts for the 2, 3, 4, 5, 6, 8 and 10 multiplication tables; recognise and work out multiplication and division for the 7, 9 and 11 multiplication tables (up to $10 \times \dots$); be able to identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.
- Use known multiplication facts to multiply by multiples of powers of 10 up to 100000.
- Use place value, known and derived facts and partitioning to multiply and divide mentally
- Multiply numbers up to and including four digits by a 1- or 2-digit number using a formal written method
- Divide numbers up to and including four digits by 1-digit numbers with integer answers.
- Divide numbers up to and including four digits by 1-digit numbers with remainders written as integers and interpret remainders appropriately for the context
- Multiply and divide whole numbers by 10, 100 and 1000 with integer and decimal answers (tenths only).
- Estimate the answer to a multiplication or division calculation
- Understand when to multiply and when to divide and the relationship between multiplication and division
- Solve missing number problems for multiplication and division
- Identify prime numbers up to 100

All Four Operations

- Solve simple problems in contexts, deciding which of the four operations to use
- Introduce BIDMAS (order of operations) for +, -, \times , \div only

Fractions and Decimals

- Work out any unit fraction (with denominators up to and including 10) of a number or quantity and relate to division.
- Work out non-unit fractions (with denominators up to and including 10) of a number or quantity
- Compare fractions of quantities (where fractions have denominators up to and including 10) and write statements using inequality signs $<$ or $>$
- Recognise and show families of equivalent fractions, using visual support
- Identify, name and convert $\frac{1}{2}$ and $\frac{1}{5}$ s to fractions with denominators of 10 and write these as decimals.
- Compare and order two fractions where one denominator is a multiple of the other and write statements using inequality signs $<$ or $>$
- Add a mixed number and a fraction where both have the same denominator; subtract fractions from mixed numbers, where both have the same denominator

- Add and subtract two fractions where the denominator of one fraction is a multiple of the denominator of the other fraction.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10.
- Recognise and use hundredths and relate them to tenths
- Know that 1/100 is written 0.01 as a decimal and relate hundredths to place value and decimal measures
- Read, write, order and compare numbers with the same number of decimal places up to and including 2 decimal places
- Add and subtract decimal numbers with the same number of decimal places (up to and including 2 decimal places).
- Solve 1- and 2-step problems in contexts, choosing the appropriate operation, working with numbers and fractions (with denominators up to and including 10)
- Solve problems involving fractions, including non-unit fractions (denominators up to and including 10) and decimals to 1 decimal place

Measure

- Solve problems involving money calculations, using addition and subtraction (integer and decimal answers).
- Convert between different metric units of measure (integer and tenths answers only)
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (using decimal measures with the same number of decimal places, up to and including 2 decimal places)
- Solve problems involving measure, including conversions, comparing, rounding and addition and subtraction (including decimal measures with the same number of decimal places, up to and including 2 decimal places).
- Read and write the time to the nearest minute on an analogue clock.
- Convert between 12-hour time and 24-hour time
- Solve problems involving time, including converting between 12-hour and 24-hour time
- Find perimeters of rectilinear shapes by measuring.
- Estimate the area of irregular shapes drawn on cm squared paper
- Find volume of cuboids by counting 1cm cubes

Shape

- Know angles are measured in degrees; know that a full turn is 360° , a half turn is 180° and a right angle is 90° .
- Recognise and name kite, trapezium, isosceles and scalene triangles
- Know and recognise a polygon as a closed 2D shape with straight sides.
- Identify 3D solids from 2D representations
- Identify, describe and compare simple properties of common 3D solids; sort the shapes accordingly
- Recognise symmetry in 2D shapes with a vertical, horizontal and/or diagonal line of symmetry; draw the lines of symmetry
- Identify, describe and compare simple properties of triangles and quadrilaterals; sort the shapes accordingly.

Position

- Given the coordinates of three vertices of a rectangle or square, find and plot the fourth vertex and complete the shape

Statistics

- Read and interpret information in a range of different tables
- Draw and use tables of any size to appropriately represent discrete data
- Solve problems using data presented in line graphs
-

YEAR 5 SUBJECT OVERVIEW

	Autumn	Spring	Summer
Science	Diet and digestion Seeing and reflecting	Plant adaptations Mixing and separating materials	Living things in danger Earth and space
HISTORY/ GEOGRAPHY	Anglo-Saxons and Vikings Natural disasters	Benin Kingdom The Colosseum and Circo Massimo	Tudor and Stuart England Why isn't there a rainforest in Rome?
I.C.T.	<ul style="list-style-type: none"> Using technology, Using the internet, Communicating and collaborating online, Creating and Publishing, Digital Media, Using Data, Programming and Control, Modelling and Simulations. 		
R.E.	How do Muslims express their beliefs through practices?	How do the beliefs of Christians influence their actions?	Why are sacred texts important? - focus on Judaism, Buddhism and Sikhism.
Citizenship	Children's rights – human rights	How do rules and laws affect me?	Respect for property
Art and Design	Objects and meanings - arrange and present objects in a still-life painting	Containers - craft tradition of making vessels and containers	Textiles from different times and places
Design Technology	Bread Focus – food	Moving toys Focus – control: mechanisms	Musical instruments Focus – structures
Music	On-going: listening, aural and keyboard skills	On-going: listening, aural and keyboard skills <ul style="list-style-type: none"> Composers/history of music 	On-going: listening, aural and keyboard skills Performing together
P.E. * Pupils will cover all of these areas on a rotation basis.	Invasion games Gymnastics / dance activities Swimming	Striking and field games Gymnastics / dance activities Swimming	Invasion games Gymnastics / dance activities Swimming Athletics

YEAR 6 LITERACY AND NUMERACY FRAMEWORKS

Literacy in the Primary School

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Novel Studies

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Writing

In Literacy at Southlands, students are provided with a variety of opportunities for Writing through the iPrimary English programmes and novel studies (Key Stage 2). In addition, students will carry out Writing through our interdisciplinary activities in Science, Social Studies and ICT.

Speaking & Listening

Speaking and Listening activities are ongoing throughout the year, across the curriculum.

YEAR 6 NUMERACY FRAMEWORK

Please note that in the Primary School we follow the iPrimary curriculum.

Number and Place Value

- Count from 0 in multiples of 12.
- Read, write and say aloud numbers written in figures up to and including 10000000
- Recognise the place value of each digit in a 6-digit number and write numbers in expanded form
- Know that 1 million is 1 and six 0s, two million is 2 and six 0s, and so on up to 10 million
- Recognise the place value of each digit in a number with 1 or 2 decimal places and write numbers in expanded form
- Compare and order numbers up to and including 10000000 and write statements using inequality signs $<$ or $>$
- Round any number up to and including 1000000 to the nearest power of 10
- Round any decimal, up to and including 2 decimal places, to the nearest whole number
- Order positive and negative numbers and write statements using inequality signs $<$ or $>$.

Addition and Subtraction

- Add and subtract positive integers of any size up to and including 1000000 using mental or formal written methods of column addition and subtraction, where appropriate.
- Add and subtract 1 and 2 place decimals, including more than two amounts of money
- Add more than two amounts of money
- Estimate the answer to a money calculation
- Understand when to add and when to subtract and the relationship between addition and subtraction

Multiplication and Division

- Recall multiplication and division facts for multiplication tables up to and including 12×12 ; identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers within these multiplication tables
- Recognise square and cube numbers and relate these to a pattern that forms a square or cube.
- Multiply integers p to and including four digits by one or two digit numbers using mental or formal written methods, where appropriate
- Estimate the answer to a multiplication involving a 1 or 2 place decimal and a whole number
- Multiply decimals with 1 or 2 decimal places by whole numbers
- Divide numbers up to and including four digits by 1-digit numbers with remainders written as fractions.
- Divide numbers up to and including four digits by 1-digit numbers with remainders written as decimals (up to and including 2 decimal places)
- Divide numbers up to four digits by 2 digit whole numbers using a formal written method, with whole number or decimal answers (up to 2 decimal places)
- Interpret remainders by rounding, as appropriate for the context
- Multiply and divide whole numbers and decimals by 10, 100 and 1000, with integer and decimal answers (up to and including 2 decimal places).
- Find common factors, common multiples and prime factors

The Four Operations

- Solve problems in contexts, deciding which of the four operations to use

- Use inverse operations and estimation to check calculations
 - Sustain a line of enquiry; make and test a hypothesis
 - Look for patterns and write rules; use a systematic approach
- Fractions and Decimals
- Use priority of operations for calculations including simple powers and brackets
 - Work out unit and non-unit fractions (with denominators up to and including 10) of 3-digit numbers or quantities
 - Identify, name and write equivalent fractions of a given fraction (with denominators up to and including 10)
 - Identify, name, convert and write common equivalent fractions, including $1\frac{1}{4}$ and $3\frac{3}{4}$ with denominators up to 100, and write these as decimals
 - Simplify fractions using common factors and be able to write fractions in the same denomination using common multiples
 - Compare and order fractions whose denominators are all multiples of the same number (including fractions > 1) and write statements using inequality signs $<$ or $>$.
 - Add and subtract fractions with different denominators and mixed numbers, simplifying and using equivalent fractions as needed.
 - Multiply proper fractions and mixed numbers by whole numbers
 - Multiply simple pairs of proper fractions
 - Divide proper fractions by whole numbers
 - Read, write, order and compare numbers with a different number of decimal places, up to and including 2 decimal places
 - Add and subtract 0.01 , 0.02 , $0.03 \dots 0.09$ to and from a number with 2 decimal places
 - Solve missing number, fraction and decimal problems

Percentages

- Recognise the per cent symbol (%), understand that per cent relates to ‘number of parts per hundred’ and write percentages as a fraction with denominator 100 and as a decimal.
- Identify, name and write common equivalent fractions, including $1\frac{1}{2}$, $1\frac{1}{4}$ and $3\frac{3}{4}$ with denominators 10 and 100; write these as decimals and percentages
- Recall and use equivalences between $1\frac{1}{4}$ and 25%, and between $1\frac{1}{2}$ and 50% to find percentages of quantities
- Find percentages (multiples of 5% and 10%) of quantities in multiples of 5 and 10 only.
- Solve 1- and 2-step problems in contexts, choosing the appropriate operation, working with numbers and fractions (with denominators up to and including 10, and with 100 as a denominator), decimals and simple percentages.

Ratio and Proportion

- Use integer multiplication and division facts to solve simple ratio and proportion problems involving equivalent ratios
- Calculate percentages to solve problems and use percentages for comparison.
- Understand the difference between ratio and proportion and use ratio notation.
- Use knowledge of multiples and fractions to solve problems involving unequal sharing and grouping.

Algebra

- Use formal algebraic notation to express missing number problems.
- Solve problems by using simple formulae
- Use formal algebraic notation to express a linear sequence
- Solve equations with two unknowns
- Use knowledge of number, including commutativity, to find possible combinations of two variables.
- Solve simple equations with one variable
- Simplify expressions by collecting like terms or expanding those involving brackets.
- Be able to substitute values into simple algebraic expressions

Measure

- Solve problems involving money calculations, using all four operations, including rounding answers to the nearest integer denomination and interpreting answers with 1 decimal place.
- Convert between different metric units of measure (answers up to and including 2 decimal places).
- Read and record times in different units.
- Solve problems involving converting between units of time (giving answers as mixed units, not decimals)
- Solve problems involving measure, using all four operations
- Find perimeters of regular and irregular polygons by measuring and by calculating.
- Recognise and use the formula for area of a rectangle, triangle and parallelogram
- Recognise and use the formula for volume of a cuboid.
- Solve perimeter and area problems involving rectangles, squares and triangles.

Shape

- Know that angles on a straight line add to 180° , and find one missing angle on a straight line; recognise that angles where they meet at a point are on a straight line and use this to find missing angles; recognise vertically opposite angles.
- Measure and draw angles up to 180° .
- Know that angles inside a triangle add up to 180° , and angles in a quadrilateral add to 360° and find unknown angles using this knowledge
- Use the properties of rectangles to find missing lengths.
- Distinguish between irregular and regular polygons.
- Recognise and name regular polygons with up to eight sides.
- Make and recognise simple 3D solids from a net.
- Draw and name parts of a circle: radius and diameter; know the relationship between the diameter and radius.
- Recognise symmetry in regular and irregular polygons; draw the lines of symmetry
- Identify, describe and compare simple properties of common 2D shapes; sort the shapes accordingly
- Estimate the size of angles.
- Draw accurate triangles using practical equipment, given specific details and using knowledge of the properties of triangles to complete missing angles or lengths.

Position and Direction

- Read, write and use coordinates in all four quadrants.

- Draw reflections of simple shapes (where all edges meet at right angles) in a horizontal or vertical mirror line, on squared paper.
- Describe and draw translations of points and simple shapes, on squared paper.
- Use knowledge of other operations, including fractions, to convert between miles and kilometres.

Statistics

- Interpret and construct simple dual bar charts.
- Interpret and construct simple line graphs for more than one set of data.
- Solve problems by organising data into a table or reading and interpreting data from tables.
- Solve problems using data presented in line graphs for two variables and dual bar charts.
- Be able to interpret data present in pie charts and construct pie charts to show data appropriately.
- Find the mean of a data set.
- Find the median of a data set.
- Find the range of a data set

YEAR 6 SUBJECT OVERVIEW

	Autumn	Spring	Summer
Science	Micro-organisms Plant life cycles	Reversible and irreversible changes Forces in air and water	Electricity: changing circuits Heart, lungs and circulation
HISTORY/ GEOGRAPHY	Victorian Britain and The Empire Water on our planet	The world in the early 20 th century (1901-1945) The Vatican City	How has technology changed the world? Continent challenge
I.C.T.	<ul style="list-style-type: none"> • Using technology, Using the internet, Communicating and collaborating online, Creating and Publishing, Digital Media, Using Data, Programming and Control, Modelling and Simulations. 		
R.E.	Worship and community - focus on Judaism, Buddhism and Sikhism.	What is the Qur'an and why is it important to Muslims?	What can we learn from Christian religious buildings?
Citizenship	Local democracy for young citizens	In the media – what's in the news?	Moving on
Art and Design	People in action - different methods and techniques to show movement	What a performance – investigating theatrical headwear and costumes	A sense of place – rural and urban landscapes
Design Technology	Slippers Focus – structures: textiles	Controllable vehicles Focus – control: electrical	Shelters Focus – structures
Music	On-going: listening, aural and ukulele skills	Ukulele skills On-going: listening and aural skills	Performing together On-going: listening, aural and ukulele skills
P.E. Pupils will cover all of these areas on a rotation basis.	Invasion games Gymnastics / dance activities Swimming	Striking and field games Gymnastics / dance activities Swimming	Invasion games Gymnastics / dance activities Swimming and Athletics Outdoor and Adventurous activities

BEHAVIOUR MANAGEMENT POLICY

At Southlands, we believe that setting high standards for behaviour is an integral part of creating a positive attitude to learning and raising attainment. Our behaviour policy is based on the principle of assertive discipline: individuals are in control of their actions and can choose to act and respond in certain ways; therefore they are responsible for their choices. We believe that all adults and children in school have:

- The right to be safe
- The right to learn
- The right to be treated with fairness and respect

What are our aims?

At Southlands, we aim to:

- Strive to maintain a positive and supportive school environment, with students given recognition for high standards of behaviour and study habits.
- Ensure that all children are treated consistently. This means that there will not be variations in expectations between staff, and the same standards of behaviour apply outside the class and within.
- Involve parents at an early stage if a child does not meet our expectations with regard to study habits or behaviour in order that we can take a joint approach to resolving any issues.
- Allow students the opportunity to make a fresh start once undesirable behaviour has been dealt with and resolved; not to judge a student by their previous behaviour.
- Listen to all points of view before making any judgement concerning undesirable behaviour.

What rules do we have in school?

The three principle rules we have regarding behaviour are based on the three basic rights which we uphold. These are displayed around the school with appropriate examples and are regularly discussed and reinforced with students:

1. **Everyone in school has the right to be safe**
We insist that children do not act in a physical way towards each other. We teach students that problems need to be resolved through discussion and agreement. Retaliation is not acceptable as a reason for a physical response, and the instigator will be dealt with.
2. **Everyone in school has the right to learn**
We will not allow any student to disturb or interrupt the learning of others. Teachers also have the right to teach, and for these reasons, continual disturbances will not be tolerated.
3. **Everyone in school has the right to be treated with fairness and respect**
We expect students to show respect to adults and towards other students, and be treated with respect in return. Adults and students should listen to the other person's point of view with respect. Students will always be given the opportunity to give their opinion, although this may not always happen immediately, depending on the circumstances.

How do we reinforce positive behaviour?

As a staff, we believe that it is important not only to reward improved behaviour, but to recognise and reward those students who are always punctual, well-behaved and motivated. In order to encourage good behaviour and study habits, there are a series of informal and formal rewards. Special recognition may be given in a Key Stage Assembly, or in the Principal's Newsletter. In addition to this, prizes for competitions are awarded in special assemblies.

How do we deal with undesirable behaviour?

However hard we try, there may be times when positive strategies are not sufficient to encourage acceptable behaviour. Initially, students will be spoken to about their actions by their subject teacher or Class Teacher. For the vast majority of students, a quiet reminder is enough to solve the issue. Behaviour is seldom perfect one hundred per cent of the time, and most incidents can be addressed quickly and without any form of punishment.

LEARNING SUPPORT DEPARTMENT (Year 1 to Year 13)

The Learning Support Department at Southlands School provides supplementary and complementary teaching for students who need additional help to reach their full potential. Support may be on an individual or group basis and may take place inside or outside the classroom. Students may be supported by the EAL (English as an Additional Language) team, the SEN (Special Educational Needs) team, or both. Parents are always welcome to make appointments to talk to the support staff about their child's progress. Children who received support (EAL or SEN) in the previous year may continue depending upon the progress that has been made throughout the course of the year.

EAL TEAM

When a student's difficulties are primarily due to English being an additional language, support may be provided by the EAL (English as an Additional Language) team. During EAL lessons students will have extra opportunities to practise reading, writing, listening and speaking in English. They will be helped to improve their vocabulary, grammar and sentence structure. The EAL teachers are:

Mrs Sonia Gray (EAL Coordinator, EAL Teacher for Senior School)
Mrs Simona Marturano (EAL Teacher for Primary School)

SEN TEAM

When a student has difficulties that are not entirely due to limited knowledge of English, this will be discussed with the parents and the student may be assessed and supported by the SEN (Special Educational Needs) team. The nature of the support will depend on the exact needs of the child but may include help with phonics, handwriting, literacy, numeracy or study skills. The SEN teachers are:

Ms Chanita Watson (SEN Coordinator)
Mrs Caroline Thorp (SEN Teacher)

EXTRA CURRICULAR SERVICES (Reception – Year 13)

We are pleased to inform you that the Morning Breakfast Club (07:30-08:50) and Homework Club (15:45-16:45) will be held this year. In addition, a wide selection of after school courses will commence, as always, in the Autumn term. Please ask in the office for further information.

PHYSICAL EDUCATION (Years 3 & 4)

Starting in September your child will be doing gymnastics on the wooden floor in the gym. Please provide your child with gymnastics slippers (indoor use only) for hygiene and safety purposes. The slippers can be purchased in the Shop for your ease and convenience. An acceptable alternative would be for your child to remove his/her shoes and socks; children can slip quite easily if they remove only their shoes! The gym is well heated throughout the year. Your child's class teacher will inform you on which days gym and games will be held.

RECORDER - YEAR 4 - ORDER FORM

September 2020

Dear Parents,

As part of the National Music Curriculum, the Year 4 children will be learning to play the soprano recorder in Music class. We will begin the recorder unit in October. If your child does not already have a recorder, we are able to provide them through the School Shop for you at a cost of Euro 15.00.

This amount will include a soprano recorder, a storage case, a cleaning rod and a binder with a fingering chart and a list of songs that will be studied throughout the year and performed during special occasions.

The Music teacher will take care of labelling the recorders, the storage cases and the binders.

After we have begun our instructional unit on recorders, please encourage your child to practice!

Your child is responsible for bringing their recorder and their binder to every music class.

Helpful practice hints:

1. Cover all the holes tightly – leaks cause squeaks!
2. The left hand is placed above the right hand
3. Blow gently with “warm” air.

Thanks for your continued support of your child's creativity in Music!

Yours sincerely,



Victoria Del Federico
Principal

I wish my child.....in Year 4 to purchase the recorder as part of the Year 4 Music lessons for the 2020-21 scholastic year and enclose Euro 15.00.

Note:

For acceptance

Date

Parent’s Signature.....

PHYSICAL EDUCATION FOR PUPILS - YEARS 5 & 6

On Thursdays Year 5 pupils will take part in the Physical Education programme at 'Eschilo 2', whereas Year 6 pupils will do this on Wednesdays. Physical Education activities are a compulsory part of the National Curriculum of England and as such all children are expected to take part, irrespective of any 'after school' sports activities. They should bring with them the necessary equipment for whichever sport is scheduled for the lesson (see below).

One of our most important goals is to ensure that all pupils are safe, confident swimmers by the end of Key Stage 2. Each child's swimming level will be established at the start of the year and we will then be able to decide on grouping and activities. Your child will be informed of his/her programme of activities as soon as possible. The sports equipment required is listed below:

GAMES

Training shoes, white and blue sports uniform and tracksuit if cold, plus shower necessities.

SWIMMING

Girls: One-piece uniform costume, goggles, swimming hat, bathing robe and flip-flops.

Boys: Uniform costume, goggles, swimming hat, bathing robe and flip-flops.

GYMNASTICS & DANCE

White and blue sports uniform and tracksuit if cold, shower necessities plus indoor gymnastic slippers, in place of the latter children may remove both shoes and socks.

SHOWER NECESSITIES

Swimming costume, flip-flops, towel, soap and hairbrush. Hair drying facilities are only available for pupils taking part in swimming. Please ensure that all items are named as we will be having a full kit check during the next few weeks.

Children who cannot take part in a P.E. lesson must bring a note and give it to the teacher responsible for their group by 09.00. Please do not leave messages with the office. Letters of non participation for longer than one lesson should be accompanied by a doctor's certificate. The children not taking part sit and watch their group as there is no provision for children to remain at school. If they are watching swimming they must wear flip-flops inside the pool area. The facilities at Eschilo 2 are excellent and showers are a compulsory part of the P.E. programme. Hair drying facilities are only available for pupils taking part in swimming.

All sports uniform is on sale at the school shop. If you have any questions regarding suitable footwear, please see a member of the PE Department.

We kindly ask all parents in Year 5 & 6 to fill in the return the Transportation Policy (overleaf) as your child will be using the transport service to and from the sports centre (Eschilo 2).

TRANSPORTATION POLICY (INCLUDING ESCHILO 2)

Southlands is happy to provide a door-to-door home or pick-up point bus service for our students. The school buses (hereafter also known as buses) carry out a transport service at the School's complete discretion with procedures, times and routes that ensure the best quality and safety. Southlands reserves the right to vary the staff on each single bus for organisational reasons in any period during the year.

Those exercising parental responsibility for the student (or legal guardian) guarantee to take responsibility for the collection of the student on the return journey from the school for the entire scholastic calendar year at the location indicated when signing the contract. The above is a prerequisite in order to be accepted on the transport service.

In order to arrive at school, the student will board the bus in front of the location indicated by those exercising parental responsibility (or legal guardian) when signing the contract and will descend from the bus in the specifically allocated area within the school's premises.

On the return journey, the student will board the bus in the specifically allocated area within the school's premises and will descend from the bus in front of the location indicated when signing the contract by those exercising parental responsibility (or legal guardian).

Those exercising parental responsibility (or legal guardian) are obliged to take charge of the student and his/her safety at the location indicated when signing the contract.

When signing the Transport Request Form, those exercising parental responsibility (or legal guardian) may indicate the names of other delegated adults to whom the custody of the student may be assigned at the location indicated when signing the contract. Should there be any delegated adults, a copy of the person's ID must be given to the school together with the authorisation communication.

To ensure the safety of all students, a Bus Monitor is present on each bus. The Bus Monitor is not authorised to leave a student with a person other than those exercising parental responsibility (or legal guardian) or a delegated person.

When having arrived at the location indicated for a student to descend, should those having parental responsibility (or legal guardian) or any other delegated person not be present, the student will be brought back to school. Those exercising parental responsibility (or legal guardian) or any other delegated person must come and collect the student from school.

Those exercising parental responsibility for the student (or legal guardian) must inform the school by 14:00 with a written and signed authorization (signed authorization, fax or signed pdf attachment to an email), if a person, other than those already delegated and indicated in the contract, will take custody of the student on the return journey at the location indicated in the Transport Request Form. In this case, a copy of the person's ID should be attached to the signed authorization.

Those exercising parental responsibility for the student (or legal guardian) may enrol the student to attend after school sports activities organised and managed by Eschilo 2 Sport In Progress SSD a.r.l. and run at the "Eschilo 2" sports centre. Should this occur, and should the undersigned parties wish to use the transport service from school to "Eschilo 2" and subsequently from "Eschilo 2" to the location indicated when signing the contract, the parties must inform the school office in writing and indicate the days and times they require this service as well as any other variation. In this case, the student will board the bus in the specifically allocated area within the school's premises. A member of Eschilo 2 Sport In Progress SSD a.r.l. ("Eschilo 2" sports centre) personnel will be present on the school bus and will take charge of the student from the moment in which he/she boards the bus, completes the sport activity, and accompanies the student back to the school bus and hands the student to the school's Bus Monitor. The student will then be driven to the location indicated on the contract by those exercising parental responsibility for the student (or legal guardian) and be handed over to the aforementioned or delegated person.

Special free transport service to Eschilo 2

Children that sign up to attend after school sports activities organised and managed by Eschilo 2 Sport In Progress SSD a.r.l. and run at the “Eschilo 2” sports centre will have the possibility of being transported for free from Southlands to Eschilo (prior to availability) at 15.30 with the school's buses on the day the course will be held. Kindly remember that Eschilo 2 is the main organiser of the courses and all queries or requests should be communicated to them first. Those exercising parental responsibility for the student (or legal guardian) who wish to take this opportunity must inform the school office in writing and indicate the days and times they require this service as well as any other variation. Please note that we have **50 seats available** each day on the school buses and as availability is limited, places will be allocated on a first come first serve basis. Latecomers will be placed on a waiting list.

The student will board the bus in the specifically allocated area within the school’s premises. A member of Eschilo 2 Sport In Progress SSD a.r.l. (“Eschilo 2” sports centre) personnel will be present on the school bus and will take charge of the student from the moment in which he/she boards the bus. Those exercising parental responsibility for the student (or legal guardian) take full responsibility for the collection of the student from the “Eschilo 2” sports centre.

Whilst on the bus, students must:

1. be punctual for the morning pick-up
2. remain seated throughout the entire Bus journey
3. wear their seat-belt at all times
4. show respect to the Bus Monitor and Driver
5. show respect to other students on the bus

Furthermore, students should not:

1. eat on the bus
2. litter the bus
3. participate in any wilful damage

The above requirements are for the safety and well-being of all our students. Any breach of these requirements will lead to the following sanctions:

1. verbal warning for student
2. written warning sent to parent
3. 1 day suspension from the bus
4. 3 day suspension from the bus
5. 5 day suspension from the bus
6. permanent exclusion from the bus service.

Year 5 & 6 - Please sign and return the form at the back of this booklet to your Class Teacher by 14/09/2019 – Thank you.

UKULELE - YEAR 6 - ORDER FORM

September 2020

Dear Parents,

Children in Year 6 will be doing a course on the ukulele this year. Each child should have their own instrument and we are able to provide them for you at a cost of Euro 35,00 (this includes a case and a music binder). Ukulele lessons will commence the first week in October so please ensure you have pre-paid for the instrument by taking this form to the Shop.

Yours sincerely,



Victoria Del Federico
Principal

I wish my child.....in Year 6 to purchase the ukulele as part of the Year 6 Music lessons for the 2020-21 scholastic year and **enclose Euro 35,00.**

Note:

For acceptance

Date

Parent's Signature.....

UNIFORM POLICY

At the start of the school year we would like to remind you of our compulsory school uniform policy, we have enclosed the uniform leaflet for your reference. Southlands School uniform should be worn with blue, black or white sensible shoes or sandals. Please find below a guideline of which uniform should be worn. Weather conditions may vary as the seasons change, therefore, you may switch to the Winter/Summer uniform when you wish if you feel that weather conditions are suitable. Please remember, however, to clearly label all items of clothing and if your child/ren inadvertently bring items home that do not belong to them, we ask your collaboration in ensuring that they are promptly returned to school:

Summer from the start of September to the end of October (cardigan/pullover if necessary)
Winter from the start of November to the end of April
Summer from the start of May to the end of June (cardigan/pullover if necessary)

Please make sure that all children are wearing the correct school uniform and continue to do so for the rest of the scholastic year. May we also remind you that long hair needs to be tied back for hygiene reasons and **jewellery (except for a watch and small plain stud earrings) should not be worn to school.**

Children from Nursery to Year 4 should come to school in the P.E. uniform with trainers on the days that they do gym or games and will remain in this uniform all day. There is also a compulsory swimming uniform for both boys and girls in Years 5-9 when they go swimming to Eschilo 2 as part of the curriculum.

	Girls	Boys
Summer Uniform Nursery to Year 6	White polo shirt with school insignia* Navy knee length skirt or navy Bermuda shorts (not denim or sports shorts) Navy cotton cardigan/pullover/gilet with school insignia* Blue socks (Summer dress from Nursery to Year 4) Sensible shoes/ sandals/trainers (No slip-on/backless styles)	White polo shirt with school insignia* Navy bermuda shorts (not denim or sports shorts) Navy cotton cardigan/pullover/gilet with school insignia* Blue socks Sensible shoes/sandals/trainers (no slip-on/backless styles)
Summer PE kit	White sports t-shirt with school insignia* Navy sports shorts with school insignia* White or blue sports socks Sensible trainers	White sports t-shirt with school insignia* Navy sports shorts with school insignia* White or blue sports socks Sensible trainers
Winter Uniform Nursery to Year 2	White polo shirt with long sleeves and school insignia or white turtle top* Navy skirt/pinafore dress/trousers Navy wool cardigan/pullover/gilet with school insignia* Navy socks, navy tights or navy leggings Appropriate dark school footwear	White polo shirt with long sleeves and school insignia or white turtle top* Navy trousers Navy cotton cardigan/pullover/gilet with school insignia* Navy socks Appropriate dark school footwear
Winter Uniform Year 3 Nursery to Year 6	White shirt (tucked in) with collar School tie* Navy wool cardigan/pullover/gilet with school insignia* (not a hoodie) Navy knee length skirt or navy trousers with navy socks, navy tights or navy leggings (not jeans or sportswear or leggings by themselves) Sensible black/blue shoes (no slip-on/backless styles or trainers)	White shirt (tucked in) with collar School tie* Navy wool cardigan/pullover/gilet with school insignia* (not a hoodie) Navy trousers (not jeans or sportswear) Navy socks Sensible black/blue shoes (no slip-on/backless styles or trainers)
PE kit Boys & Girls	School tracksuit* School hoodie* White school polo shirt with long sleeves* Sports socks	PE slippers (Dance) One piece swimming costume (no bikini styles) for Year 5 & Year 6 only School swimming cap* for Year 5 & Year 6 only

	Navy leggings only during Dance lessons Trainers	towelling robe Poolside flip-flops
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*indicates items that need to be purchased from the school shop due to the school insignia/logo. Most items can also be found in the school shop, but can also be purchased elsewhere.

INFORMATION FROM THE NURSE - Nursery to Year 13

Dear Parents,

We hope you have had a good start to the school year, and we would like to take this opportunity to introduce ourselves to all newcomers. As the School Nurses, we would like to outline several procedures we follow for the health and well-being of your children for the next school year:

- When your child feels ill in class or hurts himself/herself during the day, he/she is accompanied to our office for a check-up. We will take care of the problem and parents are informed if any further action is required, so that they may decide what form this should take. Please ensure that we have up-to-date telephone numbers for you, or any substitute that may be contacted in case of an emergency. We will call you from the school's main phone (**06 5053932 / 06 50917192**) or from the Nurses' mobile (**338 4190445**).
- Please ensure that we have your child's up-to-date medical record and inform us of any changes in his/her health status including vaccinations, diets and allergies.
- All mandatory vaccination records must be given to the nurse before the first day of school.
- Please note that also this year with our collaboration the school doctor will perform an annual check-up for Nursery, Reception, Year 1, Year 4 and Year 7. The Year 7s will be screened for scoliosis and have a vision check-up. If there is anything to follow up a letter with the results will be sent to you. If there is anything to follow up a letter with the results will be sent to you.
- It is important that you notify us as soon as your child is diagnosed as having a contagious disease. Please do not wait until your child is due to return to school. We subsequently inform all class parents in writing, so that they can recognise any eventual symptoms of the disease.
- After an absence due to illness for more than 7 days, (weekend included) and following any contagious disease, Italian law requires that children are not to be re-admitted to school without a doctor's certificate, stating that the child is in good health again. Please send this on your child's first day back at school and give it to the Nurse or Office. If, for any reason, you do not have a certificate, please contact us.
- **Should it be strictly necessary for your child to receive medication during the course of the day, this should be delivered to us, clearly labelled and with the medication request form fully completed (enclosed). Please attach your doctor's prescription to the enclosed form. Without the doctor's prescription, the medication request form is not valid and we are not allowed to administer any medicine. Thank you for your co-operation.**
- Please remember that children play outside every day, except when it is raining. Please do not request that your child stays inside because he/she isn't feeling well. If your child is well enough to come to school, he/she should be well enough to go outside.
- **If you have taken your child to the "Pronto Soccorso" or Hospital for any reason during school term time, please let us know so that we can continue to monitor your child's health at school.**

Please follow these guidelines to help you decide whether your child is well enough to attend school or not:

<u>SYMPTOM</u>	<u>KEEP CHILD HOME UNTIL ...</u>
Fever:	there is no fever for 24 hours
Runny nose:	thick yellow or green discharge clears up
Sore throat:	a doctor determines the cause and that no strep infection exists and the throat is healed
Cough:	no presence of cold, fever or flu symptoms. If coughing exhausts the child or disrupts the class, keep the child at home
Earache:	a doctor examines the ears and recommends the child returns to school, or if there has been no pain for 24 hours
Rash:	a doctor determines the cause and recommends the child returns to school
Red or watery eyes:	eyes return to normal or child is already using a medication prescribed by a doctor for at least 24 hours
Upset stomach or diarrhoea:	no further problem exists and the child is eating normally without experiencing an upset stomach or diarrhoea
Head-lice:	child has been treated and school nurse has been informed

As you may know, we have been running a campaign against head lice over the last few years. The method advised is wet-combing conditioned hair with a special lice-comb. Please check your child's hair regularly and inform us if you find any lice or eggs so that the entire class will be checked. Only with the collaboration of parents will we be able to combat them. We are available to give you any further information.

SOUTHLANDS FOOD POLICY

- The school provides a very well balanced diet for your children. Therefore, parents are requested not to bring in any food from home for their children to eat, with the exception of Birthday Parties and special events.
- If your child has any **special dietary requirements (allergy, food intolerance or a special diet) please complete the section on your child's health record and inform the Nurse.** We also request that you bring in a letter from your child's doctor or dietician stating the special requirements.
- The Nurse compiles a list of children with special diets which is given to the kitchen and your child's class teacher. It is important that you inform us immediately of any changes to your child's diet so that we can ensure they are given the correct diet.
- We are aware that allergies and special diets may change, and appreciate being kept up to date. Please contact the Nurse directly.
- Birthdays and special events at school: If you bring any food from home to share with your child's class, we ask that you only bring in shop-bought products with a list of all ingredients. Please note that we will not accept any home-made food. The kitchen staff will only accept birthday cakes with a list of the ingredients and receipt of purchase indicating day and time of purchase (as per HACCP regulations). If your child has a very restricted diet it may be wise for you to bring in some food that you know is within his/her dietary requirements.

Yours sincerely



Lanny van Triet
School Nurse



Diana Spadaccini
School Nurse

INFORMAZIONI DALL' INFERMIERA - Nursery a Year 13

Cari genitori,

Ci auguriamo che abbiate avuto un buon inizio di anno scolastico, e vorremmo approfittare di questa occasione per presentarci a tutti i nuovi arrivati. Come Infermiere, vorremmo delineare diverse procedure che seguiamo per la salute e il benessere dei vostri figli per il prossimo anno scolastico:

- Quando il bambino si sente male in classe o si fa male durante la giornata, viene accompagnato al nostro ufficio per un controllo. Ci occuperemo del problema e i genitori vengono informati se sono necessarie ulteriori azioni, in modo tale che essi possono decidere quale forma essa dovrebbe assumere. Assicuratevi di averci fornito i numeri di telefono aggiornati (anche quelli delle persone da contattare in caso di emergenza) cosichè possiamo contattarli in ogni caso. Vi chiameremo dal telefono principale della scuola (**06 5053932 / 06 50917192**) o dal cellulare (**338 4190445**).
- Assicuratevi che la scheda di salute del vostro bambino sia costantemente aggiornata e informateci nel caso in cui ci sia qualsiasi cambiamento nel suo stato di salute, vaccinazioni, diete ed allergie.
- Tutte le vaccinazioni obbligatori per legge devono essere consegnate all'infermiera prima dell' inizio dell'anno scolastico.
- Si noti che anche quest'anno con la nostra collaborazione il medico scolastico eseguirà un check-up annuale per la Nursery, Reception, Year 1, Year 4 e Year 7. La Year 7 verrà controllata per la scoliosi e avrà un controllo della vista. I risultati saranno inviati solo nel caso in cui ci siano dei valori da monitorare.
- E' importante che ci informiate non appena al bambino viene diagnosticata una malattia contagiosa. Si prega di non aspettare che il vostro bambino sia tornato a scuola. Di conseguenza, noi informiamo tutti i genitori della classe per iscritto, in modo da poter riconoscere eventuali sintomi della malattia.
- Dopo un periodo di assenza per malattia per più di 7 giorni (inclusi fine settimana) e dopo ogni malattia contagiosa, la legge italiana richiede che i bambini non possono essere riammessi a scuola senza un certificato medico, attestante che il bambino è in buona salute. Si prega di inviare questo il primo giorno che il bambino torna a scuola e consegnarlo all'Infermiera o all'Office. Se, per qualsiasi motivo, non si dispone di un certificato, non esitate a contattarci.
- **Qualora fosse strettamente necessario per il vostro bambino di ricevere farmaci nel corso della giornata, questi devono essere consegnati a noi, e chiaramente etichettati con il modulo di richiesta debitamente compilato (allegato). Si prega di allegare la prescrizione del vostro medico per il modulo allegato. Senza la prescrizione del medico, il modulo di richiesta farmaco non è valido e non ci è permesso di somministrare alcun farmaco. Grazie per la collaborazione.**
- Si ricorda che i bambini giocano all'aperto tutti i giorni, tranne quando piove. Si prega di non richiedere che il vostro bambino rimanga dentro, perché non si sente bene. Se il bambino sta abbastanza bene per venire a scuola, dovrebbe essere in grado di giocare all'esterno.
- **Se avete portato il vostro bambino all'Ospedale o "Pronto Soccorso", per qualsiasi motivo durante i trimestri scolastici, vi preghiamo d'informarci in modo tale che possiamo continuare a monitorare la salute del bambino a scuola.**

Si prega di seguire queste linee guida per aiutarvi a decidere se il vostro bambino sta abbastanza bene per venire a scuola o no:

<u>Sintomo</u>	Tenere bambino/a a casa fino a
Febbre:	non vi è febbre per 24 ore
Naso che cola:	scarica spessa di colore giallo o verde schiarisce
Mal di gola:	un medico determina la causa e che nessuna infezione da streptococco esiste e la gola è guarita
Tosse:	nessuna presenza di sintomi del raffreddore, febbre o influenza. In caso di tosse il bambino si stanca o disturba la classe: tenere il bambino a casa
Mal d'orecchio:	un medico esamina le orecchie e raccomanda che il bambino torni a scuola, se non vi è stato alcun dolore per 24 ore
Eruzione cutanea:	un medico determina la causa e raccomanda che il bambino torni a scuola
Occhi rossi o lacrimazione:	occhi tornano normali o il bambino utilizza un farmaco prescritto da un medico per almeno 24 ore
Mal di stomaco, diarrea:	problema non esiste più e il bambino sta mangiando normalmente, senza sintomi di mal di stomaco o diarrea
Pidocchi:	bambino è stato trattato e l'infermiera della scuola è stata informata

Come forse saprete, abbiamo una campagna contro i pidocchi nel corso degli ultimi anni. Il metodo consigliato è pettinare i capelli già bagnati con balsamo con uno speciale pettine. Si prega di controllare i capelli del vostro bambino regolarmente e di comunicarci se trovate qualche pidocchio o uova in modo che l'intera classe possa essere controllata. Solo con la collaborazione dei genitori saremo in grado di combatterli. Siamo a disposizione per fornirvi ulteriori informazioni.

DIETE E ALIMENTAZIONE A SOUTHLANDS

- La scuola offre agli studenti una dieta molto ben bilanciata. Ai genitori viene pertanto richiesto di non portare da casa del cibo, ad eccezione delle occasioni speciali e delle feste di compleanno.
- Se Vostro figlio ha delle particolari esigenze alimentari, per esempio per motivi di allergia o di intolleranza o se segue una speciale dieta, Vi preghiamo di riempire la relativa sezione della scheda della salute e di informare l'infermiera.
- I genitori devono portare anche un certificato del medico o del dietologo che attesti la necessità di speciali richieste alimentari.
-

L'infermiera prepara per la cucina e per l'insegnante di classe una lista dei ragazzi che seguono diete particolari. Per questo è molto importante che i genitori diano tempestiva comunicazione alla scuola riguardante qualsiasi cambiamento nella dieta dei loro figli.

- Sappiamo bene che le allergie e le diete possono cambiare, per questo Vi preghiamo di tenerci sempre al corrente e di chiamare direttamente l'infermiera.
- Compleanni ed eventi speciali: se portate del cibo da casa da condividere con la classe, vi chiediamo gentilmente di portare esclusivamente prodotti comprati in negozio muniti di lista degli ingredienti. Il personale della cucina accetterà soltanto torte di compleanno con lista completa degli ingredienti e scontrino fiscale (come da normativa HACCP). Non saranno accettate torte fatte in casa. Se Vostro figlio ha particolari esigenze alimentari, sarebbe opportuno portare direttamente da casa cibi e alimenti consentiti.

Grazie per la gentile collaborazione. Se avete problemi o domande, non esitate a contattarci a scuola o in infermeria. Ci auguriamo che i vostri figli potranno godere il loro tempo a Southlands.

* YEARS 5 & 6 - PLEASE SIGN & RETURN BY 14TH SEPTEMBER 2020 *

(Year 5 & 6) TRANSPORTATION POLICY (ESCHILO 2 – during school time)

Southlands provides a transport service to Eschilo 2 (a local sports centre) for all children in Years 5 & 6 attending Physical Education lessons at Eschilo 2 during school time.

Whilst on the bus, students are expected to:

1. remain seated throughout the journey
2. wear their seat-belt at all times
3. be punctual for the morning pick-up: punctuality is essential
4. show respect to the Bus Monitor and Driver
5. show respect to other students on the bus

Furthermore, students should not:

1. eat on the bus
2. litter the bus
3. participate in any wilful damage

The above requirements are for the safety and well-being of all our students. Any breach of these requirements will lead to the following sanctions: verbal warning for student

1. written warning sent to parent
2. 1 day suspension from the bus
3. 3 day suspension from the bus
4. 5 day suspension from the bus
5. permanent suspension of bus use

**ONLY APPLICABLE TO
ESCHILO 2 DURING SCHOOL
TIME**
**THIS IS NOT A BOOKING
FORM FOR AFTER SCHOOL
ESCHILO 2 ACTIVITIES**

Please sign and return this page to your Class Teacher by 14th September 2020– Thank you.

I have read and agree to comply with Southlands School Bus Policy.

Student name Class Teacher

Student signature

Parent signature Date

(To be collected by Class Teachers at the beginning of the school year September 2020)



www.southlands.it
info@southlands.it