

WELCOME TO

Rabbit Class

Meet the team • Discover the year ahead • Work together

2026–27

Grow • Learn • Persevere • Succeed

Meet the people supporting your child

Class teachers

Mrs Le Masurier (Mrs L)
Miss Parish

Support team

Mrs Leach
Miss Heaney
Miss Cunningham

Miss Skinner
Miss Green

Key contacts

Class email:
rabbitclass@greatleighs.essex.sch.uk

SENDCo: Mrs Chamberlain

Our shared purpose this evening

By the end, you will know

- what your child will learn
- the routines that help the class thrive
- how learning is supported at home
- how to contact us appropriately

Please ask or note

Questions about your own child are usually best discussed privately after the meeting or through an agreed appointment.

A typical week in Rabbit Class

Learning rhythm

Assembly
English
Phonics
Break
Maths
Lunch
Whole Class Reading
Foundation subject 1
Foundation subject 2

PE days

Tuesday
Occasional extra days have been emailed to parents.

Forest School on Thursdays – come to school dressed in old clothing.

Children should wear white top with red shorts or a black tracksuit.
Long hair tied; jewellery removed.

What to bring

Named water bottle
Reading Record
Homework book
Weather-appropriate clothing

The curriculum is ambitious, broad and connected

English

- plan and **say out loud** what they are going to write about
- **evaluate** their writing
- **re-read** to check that their writing makes sense
- use **verbs, adverbs, adjectives**
- full stops, capital letters, exclamation marks, question marks, **commas for lists** and **apostrophes**
- write different types of sentences: **statement, question, exclamation, command**
- expanded **noun phrases**
- use present and past **tenses** correctly and consistently
- conjunctions: **when, if that, because, or, and, but**

Mathematics

Number

- count in **2s, 3s, 5s, 10s**
- place value** of a two-digit number
- identify, represent** and **estimate** numbers
- compare** and **order** numbers from 0 up to 100
- use **<, >** and **=** signs
- read and write numbers to 100 in **numerals and in words**
- odd and even** numbers
- calculate **multiplication** and **division** questions
- Addition and subtraction within 100

- Fractions – find a quarter, half and three quarters of a shape and number
- Money – recognizing coins, making totals, working out the change
- Time – to the nearest 5 minutes
- Statistics – tally chart, interpreting data
- Measurement – mass (g and kg), capacity (ml and L), height and length (cm and m)

The year's wider curriculum

Autumn India and Antarctica

History – History of Schools

Geography – Equator, hot and cold places

Science – Animal groups and Materials

DT – Diva lamps

PE – Dance, Forest School

Art – Penguin scene

RE – Why is light an important symbol?

Music- Indian Music

Spring Dinosaurs and Charlie and the Chocolate Factory

Science – Plants and Living things

DT – Chocolate Bar Wrappers

Art - Faberge Eggs

History – History of Flight

Geography – local area

PE – Tennis

Computing – Pictograms

RE- How do Christians belong to their faith?

Summer Amazing Animals and Under the Sea

Science – Growing up

Geography – Coastlines

History – Monarchs and castles

Art – Painting Owls

DT – Healthy sandwich

Computing – Programming and Digital Music

RE – Diversity

PE – Cricket and Athletics

Building Learning Power develops confident learners

1

Resilience

Stay absorbed, manage distractions, notice detail and persevere.

2

Resourcefulness

Ask questions, make links, imagine, reason and use resources well.

3

Reflectiveness

Plan, revise, distil learning and understand how you learn best.

4

Reciprocity

Learn independently and with others through collaboration and listening.

Reading at home makes a lasting difference

Our class approach

We desperately need volunteer readers to support our reading this year – please grab me if you can spare any time.

Every child is different with different needs but we try and hear every child on a 2 weekly basis.

We aim to check reading records twice weekly and change books.

Rhino readers are only changed once the child has read the book twice through.

How families can help

- build a regular routine
- enjoy books and talk about meaning
- ask: “What makes you think that?”
- record reading in their reading records.

- Here is a suggested weekly plan to make the most of your child's reading books.
- This suggested plan is to help provide opportunities to improve fluency, develop vocabulary and practice comprehension skills as well as develop a love of reading.

	Monday (New books)	Tuesday	Wednesday	Thursday (New books)	Friday	Saturday	Sunday
Rhino Reader/Book Band book	Discuss the book title and blurb Practise sounds and tricky words	Practise sounds and tricky words Read book	Re read book focusing on comprehension	Discuss the book title and blurb Practise sounds and tricky words	Practise sounds and tricky words Read book	Re read book	Re read book focusing on comprehension
Reading for Pleasure book	Discuss the book title and blurb	Read book	Re read book focusing on comprehension	Discuss the book title and blurb	Read book	Re read book	Re read book focusing on comprehension

Questions to develop comprehension

What makes you think that?

What voice might the character use?

How would the character say ...?

How does ... feel?

What happened to ...?

What happened after ...?

Who is...?

What did ... do?

What does ... mean?

What is the title/sub-title?

What is another word for ...?

Who is the author?

What do you think this story is going to be about?

What kind of a text is this? (Fiction/Non-fiction) How do you know?

Non-fiction books –

What is the text about?

What is the title of the text?

Where would you look to find out what a word means?

Which parts of the book could help you find the information you need? When would you use the contents page?

When would you use the index page in the book?

Home learning: purposeful and manageable

What

Maths
English or Topics
Spelling
Reading

When

Set: Friday
Due: Wednesday

If support is needed

Let us know early.
We want home learning to
reinforce learning—not create
conflict or anxiety.

Trips, visitors and memorable experiences

Key dates

India Day – Tuesday 6th October

Trip to Colchester Zoo – Christmas time

Nativity – Christmas time

Mini Games – Summer term

Practical details

Children can dress in brightly coloured clothing for India day.

Look out for a Parentmail with additional info and food allergens.

Coach for a small class can be more costly.

Our four school improvement aims

1

Excellent teaching

A shared framework builds strong foundations and independence.

2

Ambitious curriculum

Knowledge, vocabulary and oracy help every child flourish.

3

Belonging & behaviour

Taught routines create calm, safe and inclusive classrooms.

4

Continuous improvement

Staff, leaders and governors use evidence and coaching to improve.

Behaviour is taught, practised and retaught

Our shared approach

- clear routines and high expectations
- calm, positive adult responses
- “1,2,3 — Eyes on Me”
- regulation, repair and successful reintegration
- reasonable adjustments where needed

What families can do

- reinforce respectful language
- help children arrive ready and on time
- talk through mistakes calmly
- celebrate effort, kindness and perseverance
- contact us early when something may affect the day

Every child should feel included and able to succeed

Support in class

Teachers adapt teaching while maintaining ambition. Support may include explicit instruction, scaffolds, flexible grouping, targeted practice and purposeful adult help.

Working together

If you have concerns about learning, wellbeing or additional needs, contact the class teacher first. The teacher may involve the SENDCo or another leader when this will help.

Respectful communication helps us solve concerns

Please do

- speak calmly and respectfully
- use the class email or school office
- request an appointment for sensitive or complex matters
- share enough information for us to understand
- allow staff reasonable time to investigate and reply

Please avoid

- confrontational, abusive or threatening language
- discussing another child or family
- challenging staff in front of pupils
- repeated messages before there has been time to respond
- using personal social-media accounts to contact staff

How to raise a question or concern

1

Start with the class teacher

Email rabbitclass@greatleighs.essex.sch.uk or ask the office for an appointment.

2

Allow time to understand

We will acknowledge the message and investigate where needed. Automated message will be sent back to you with work hours.

3

Escalate appropriately

If unresolved, follow the school's concerns/complaints procedure.

4

Urgent safeguarding concern

Contact the school office immediately. Do not wait for email.

Attendance, punctuality and daily readiness

Every day matters

Children should arrive by 8.45

Report absence.

Please read the current Attendance Policy on the school website for authorised absence and penalty-notice information.

Daily readiness

- breakfast and sleep routine
- named water bottle
- correct uniform / PE kit
- medication managed through the office
- school informed of changes affecting wellbeing

Healthy snack provided all week.

Please ensure special snack is a small chocolate bar or bag of crisps. No sweets or lollies.

Keeping children safe

Safeguarding

All staff share responsibility.

DSL: Mr Garlick

Deputy DSLs:

Mrs Clark

Mrs Chamberlain

Miss Plumb

Report concerns promptly.

Online safety

Know the apps and games used.

Use parental controls.

Keep devices in shared spaces.

Talk regularly about online experiences.

Medical & collection

Update contact and medical details.

Tell the office about collection changes.

Use the school's agreed medication procedures.