Headteacher Coffee Morning



28th January 2026

Today's Agenda

- Aylward's Leadership team
- Top tips for reading with your child at home
- How can I find out what my child is learning at school?
- Recruitment update
- Dates for your diary
- Questions

Our Leadership Team



Mrs Kelly
Headteacher



Miss Kilkenny
Deputy
Headteacher



Mrs Tam
School
Business
Manager



Mrs
Moorhouse
Assistant
Headteacher



Miss Khan
Assistant
Headteacher
Inclusion



Mr Pearce
Assistant
Headteacher

Phase Leaders:

Mr Pearce – UKS2

Mr Rees – LKS2

Miss Lopes – KS1

Miss Clare - EYFS

Reading at Home

Why it’s so important:

- Parents who engage with their child’s learning from an early age can boost progress by 5 months (EEF)
- Families who enjoy reading together have more opportunities for discussion, developing empathy and attachment (Literacy Trust).
- Children are 40% more likely to enjoy reading if their parents or carers do. This shared enjoyment fosters a positive reading culture within the family (Book Trust).
- Reading for pleasure has a significant impact on a child's academic performance. It is four times more powerful in influencing progress in vocabulary, mathematics, and spelling at age 16 than parental education or socioeconomic status (Book Trust)



Reading at Home

To improve interest in Reading:

- Get caught reading! Model being a reader.
- Provide a range of text types and authors – make use of the local library as well as the school library. Read newspapers, recipes, non-fiction texts and poems as well as stories.
- Talk about books together. Discuss what you've enjoyed most about the story and encourage children to do the same.
- Make reading together a special time – reduce distractions, sit together.
- Create a reading routine – set aside time each day.
- Read aloud to your child, as well as listening to them read.



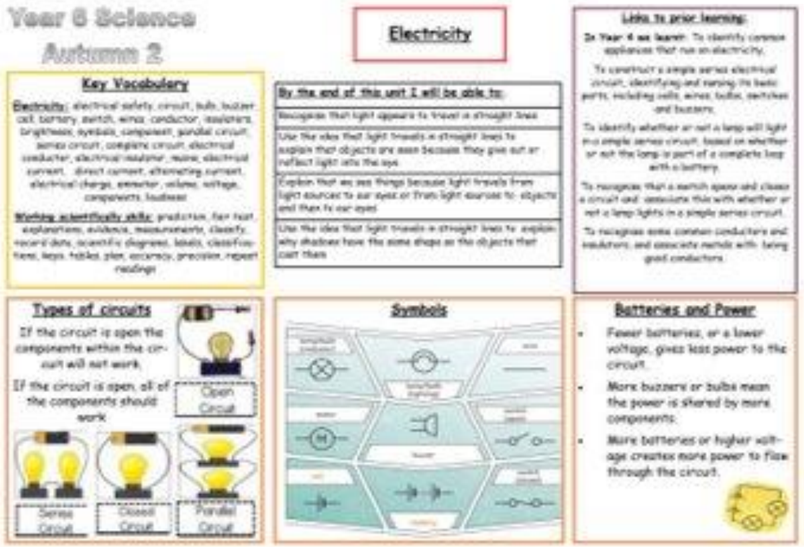
How do I find out what my child is learning?

- Parents' Evening Meetings (Autumn/Spring).
- School website – curriculum maps / Knowledge Organisers
- End of Year Reports
- Family assemblies
- Parent workshops
- Home learning
- School Newsletter

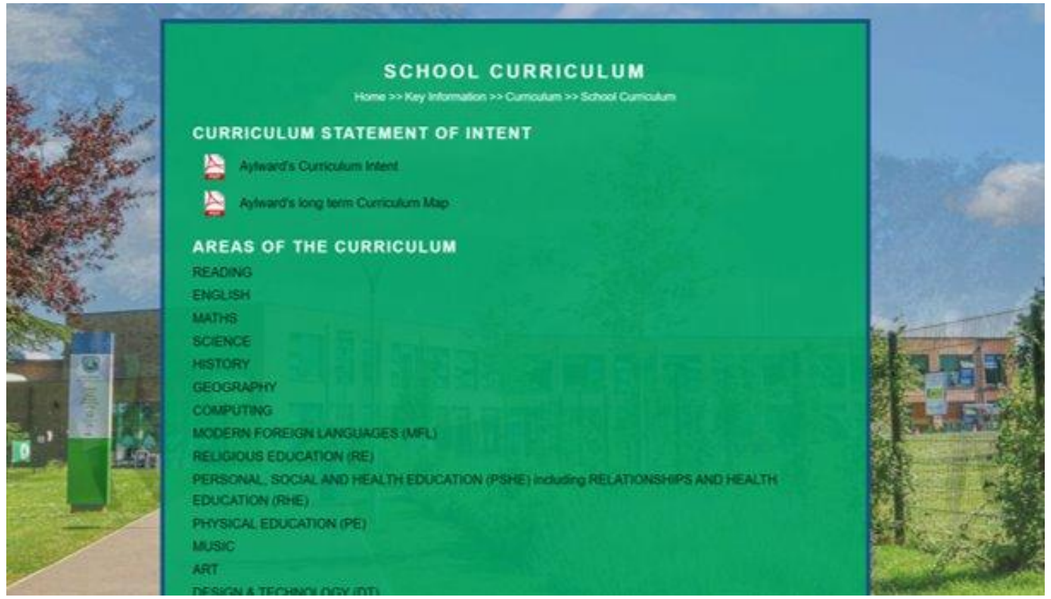
Knowledge Organisers


History
Year 2 - Autumn 2
The Great Fire of London
Learning enquiry question: Was the Fire of London a good or bad event?
Prior Learning: You would have looked at important figure from the past. You would have also learned about Florence Nightingale and her role in history.
Key Facts
When? Sunday 2nd September 1666
Where? Thomas Farriner's bakery on Pudding Lane—London.
Why? The fires used for baking were not put out properly.
How did the fire spread? The buildings were close together and were made of wood and straw. It was easy for the flames to spread. The fire destroyed 13,000 houses.
How was it stopped? People used leather buckets and water squirts to try to put the fire out, but these did not work.
King Charles II ordered buildings to be pulled down to stop the flames from spreading.
Thursday 6th September the wind had died down. This meant that people were able to put out the flames.
Timeline of Events
Key Vocabulary
Bakery A place that makes bread and cakes
St Paul's Cathedral A very large church in London. A new St Paul's Cathedral was built after the fire.
Diary A book that people write about their lives in
Firebreak A gap that stops a fire spreading to nearby buildings
Important People
Samuel Pepys : Key facts
Samuel Pepys survived the Great Plague of 1665
He also saw the Great Fire of London in 1666
We know lots about these two events from his diary


Geography
Year 6 - Autumn
Natural Geographical Phenomena: Extreme Weather in the UK
Learning enquiry question: . is the weather in the UK becoming more extreme?
What is the climate of the UK?
Britain gets cool, wet winters and warm, wet summers.
Traditionally, it rarely features the extremes of heat or cold, drought or wind that are common in other climates.
The weather conditions are also very changeable.
What is extreme weather?
Extreme weather is when weather is significantly different from the usual weather pattern.
Not all parts of the UK have the same climate:
What may be causing more extreme weather in the UK?
Climate change!
Example of extreme weather in the UK
Drought:
During 2004-06 the UK received below average rainfall. This meant that water supplies were not recharged with the water needed.
Flooding:
Boscastle in Cornwall suffered a flash flood in August 2004. 3x the average rainfall for a month fell in one day.
Storms:
In January 2005 stormy weather brought havoc to roads in the North of England as lorries overturned. Power was also cut off in 80,000 homes. Winds of over 100 mph were recorded.
Extreme cold:
In December 2010 much of the UK was under snow.
Heat wave:
In summer 2003 a temperature of 38.5°C was recorded—the highest ever in the UK.
Key Vocabulary
Climate: the weather over a long time.
Drought - a prolonged period of abnormally low rainfall, leading to a shortage of water
Flash floods - a sudden local flood typically due to heavy rain
Storms - a violent disturbance of the atmosphere with strong winds and usually rain, thunder, lightning, or snow
An extreme cold spell - a weather phenomenon that is distinguished by a cooling of the air.
Heat wave - a prolonged period of abnormally hot weather.
Biome - a large naturally occurring community of flora and fauna occupying a major habitat
Climate change: the process of our planet heating up.


Year 6 Science
Autumn 2
Electricity
Key Vocabulary
Electricity: electrical safety, circuit, bulb, buzzer, cell, battery, switch, wires, conductor, insulators, brightness, eyeballs, component, parallel circuit, series circuit, complete circuit, electrical conductor, electrical insulator, mains, electrical current, direct current, alternating current, electrical charge, ammeter, volume, voltage, components, loudness
Working scientifically skills: prediction, fair test, explanations, evidence, measurements, classify, record data, scientific diagrams, labels, classifications, keys, tables, plot, accuracy, precision, repeat readings
By the end of this unit I will be able to:
Recognise that light appears to travel in straight lines
Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
Links to prior learning:
In Year 4 we learnt: To identify common appliances that run on electricity.
To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
To recognise some common conductors and insulators, and associate metals with being good conductors.
Types of circuits
If the circuit is open the components within the circuit will not work.
If the circuit is open, all of the components should work
Open Circuit
Series Circuit
Closed Circuit
Parallel Circuit
Symbols
Batteries and Power
Fewer batteries, or a lower voltage, gives less power to the circuit.
More buzzers or bulbs mean the power is shared by more components.
More batteries or higher voltage creates more power to flow through the circuit.

Curriculum



Aylward website- key information- curriculum-

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School Improvement Priorities

Further develop the provision in the EYFS, to improve GLD:

Improve early reading fluency in Reception and Year 1:

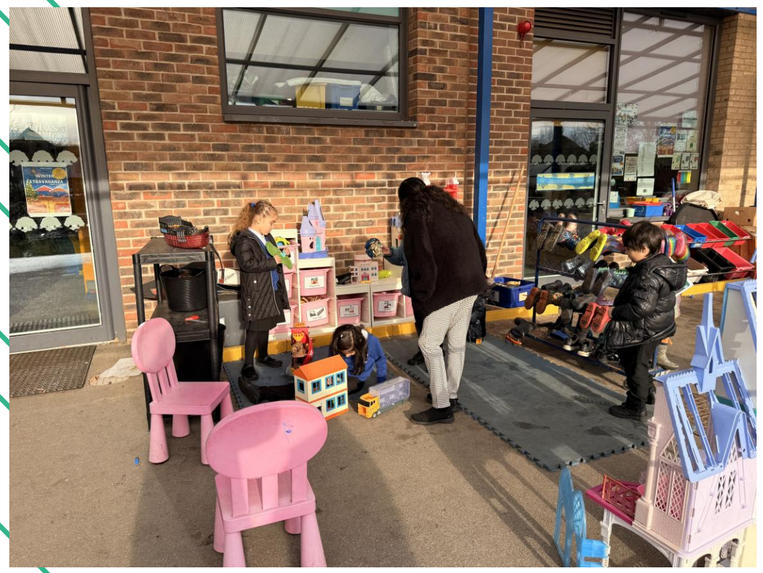
Develop expectations for spelling and handwriting across the school:

Improve children's Maths' reasoning skills in KS2:

Embed new assessment system, particularly for analysis and reporting:

Develop the new leadership team – aligning responsibilities and establishing the team:

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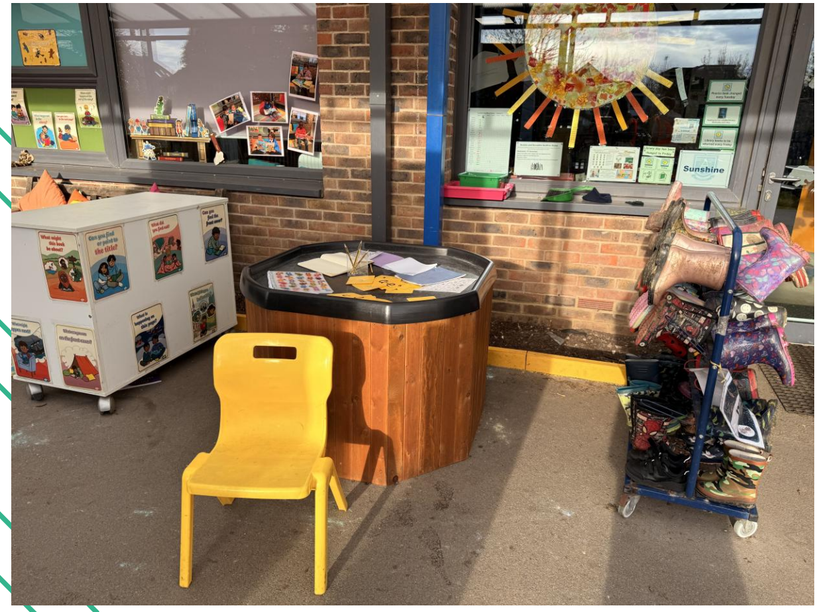






















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Recruitment Update

This term we have welcomed:

Miss Ekoku – 3EK

Miss Marks – 2M

Mrs Rodrigues - Nursery

Miss Karimzada – LSA

Mrs Carter - LSA

Dates for your Diary

Every Tuesday 8.30-8.45am - Open Library (Years' 1 to 6)

Every Thursday - Counselling Service in school (SCP)

6/2 – NSPCC Number Day

Wk. Beginning 9/2- Child Mental Health Week: 'This is My Place'.

11/2- School Instrumental and Choir Concert - 5.45pm

12/2 – SEND and SCP Coffee Morning

13/2 – RE Festivals and Celebrations Afternoon

25/2 – Safer Internet Day – Smart Tech, Safe Choices

Family assemblies (2.45pm) - 2G(28/1), 2F(4/2), 1L(4/3), 1W (11/3), 1M (18/3).

6/3- Enrichment afternoon-

5/3 - World Book Day – Dress as a book character

Parents' Evenings: 9th March 3.30pm to 5.30pm, 11th March 3.30pm until 7pm

20/3 -Red Nose Day

24/3 and 25/3 at 2pm - Y3,4,5 Show

Please see the school's calendar on our website www.aylwardschool.org.uk for all dates for the term

Questions

