

Hello & Welcome to Your School Community

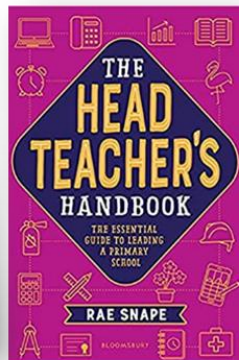
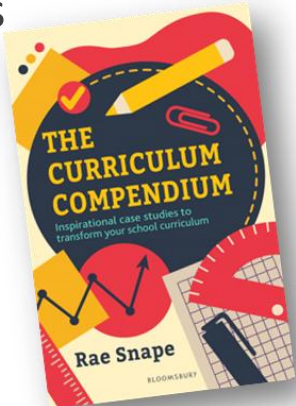


A Happy, Welcoming, Creative, Community School!

Where Learning is an Adventure



- Welcome
- School Ethos
- School Values
- Curriculum Intention
- Home/School Partnerships
- The EYFS Curriculum
- Things to know and things to bring
- Tour of the classrooms & time for questions



Rae Snape – Head teacher & Writer

Let's Talk Together . . .

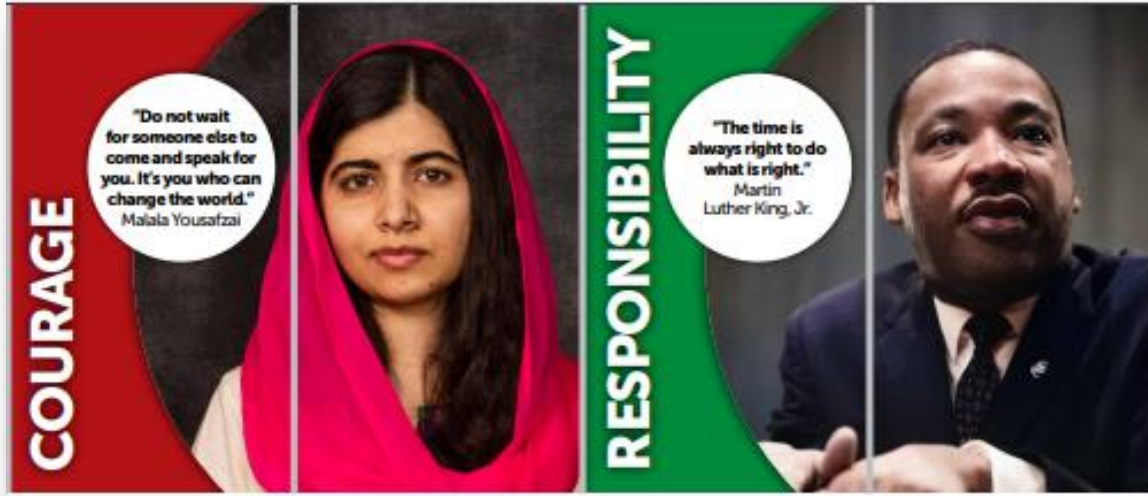


- What is the best meal you ever had, what made it so special?
- Can you share a key memory from your school days?
- What did you want to be when you were a child, what was your dream? How close are you to that dream now?

Relational and Dialogic



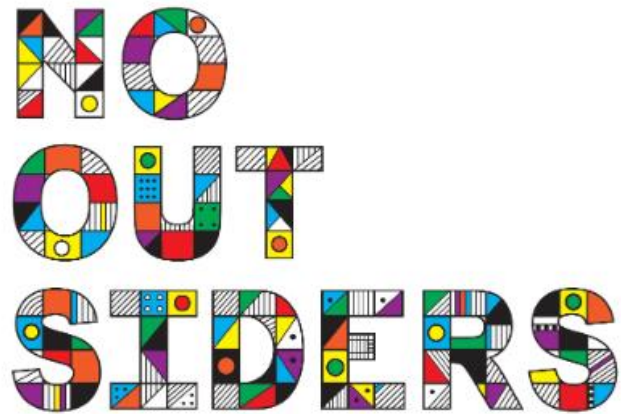
Our Ethos, CREW Values and Curriculum Intention



"We want our children to be happy and healthy today, fulfilled in the future and able to make their world an even better place."



Our Relational and Behaviour Agreements



EVERYONE IS WELCOME IN OUR SCHOOL.
No one is the same, but everyone is equal.





**“My teacher told me the
Fitzwilliam Museum
belongs to me.”**

A 2017 Centre for Cities report, external described Cambridge as the UK's most unequal city, with some of the country's highest living costs.

The UK city so unequal that people in wealthier postcodes live 12 years longer



A Unique Cambridge Connected Curriculum



○ Fitzwilliam Museum

Citizenship
Responsibility



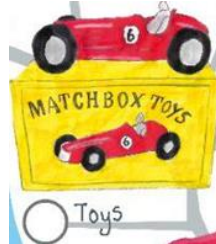
*Where Learning
is an Adventure*



○ Cambridge Central Mosque

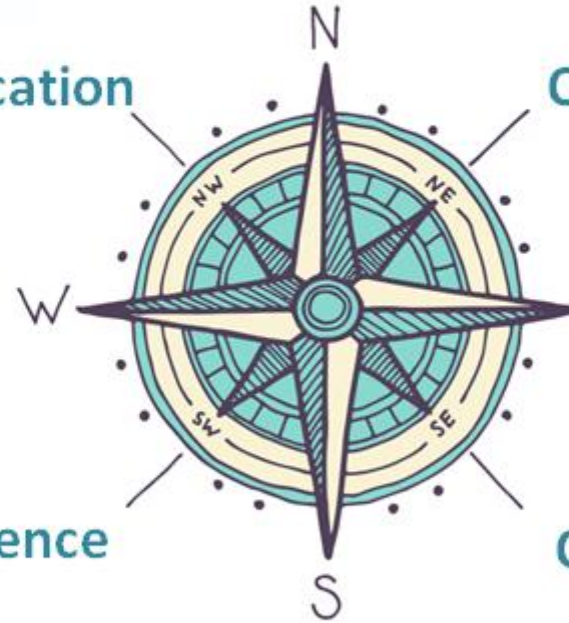
Communication

Collaboration



○ Toys

Wisdom
Critical thinking



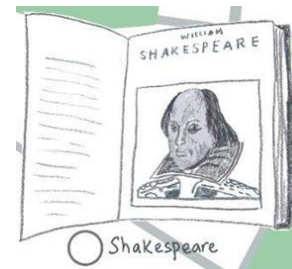
Excellence
Creativity

Competence

Compassion



○ Have a teddy bears picnic



○ Shakespeare

Courage
Character



○ Zip up my own coat



○ History of our school

100 Languages

Loris Malaguzzi

“The child is made of one hundred. The child has a hundred languages, a hundred hands, a hundred thoughts, a hundred ways of thinking of playing, of speaking. A hundred always a hundred ways of listening of marvelling of loving, a hundred joys for singing and understanding a hundred worlds to discover a hundred worlds to invent, a hundred worlds to dream.”

The Hundred Languages of Children

The child is made of one hundred.

The child has a hundred languages;
a hundred hands, a hundred thoughts,
a hundred ways of thinking, of playing, of speaking.

A hundred always.

A hundred ways of listening, of marveling, of loving.

A hundred joys for singing and understanding.

A hundred worlds to discover.

A hundred worlds to invent.

A hundred worlds to dream.

The child has a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.

The school and the culture
separate the head from the body.

They tell the child to think without hands,
to do without head, to listen and not to speak.
To understand without joy, to love and to marvel
only at Easter and Christmas.

They tell the child to discover the world already there
and of the hundred they steal ninety-nine.

They tell the child that work and play
reality and fantasy, science and imagination,
sky and earth, reason and dream
are things that do not belong together.

And thus they tell the child that the hundred is not
there.

The child says:

No way.

The hundred is there.

- Loris Malaguzzi



Inspired by “One Hundred Languages of Childhood” – Loris Malaguzzi

Courage - Heart South – Character

1. Hand holder
2. Careful listener
3. Patient turn taker
4. Cooperative player
5. Worlds inventor
6. Cool learner
7. Puddle jumper
8. Kind character
9. Bike balancer
10. Library visitor
11. Healthy eater
12. Water drinker
13. Road crosser
14. Cake maker
15. Party creator
16. Kind befriender
17. Compassionate carer
18. No outsider
19. Sports player
20. Theatre viewer
21. Cinema goer
22. Competent swimmer
23. Bread baker
24. Hill walker
25. Stone skimmer
26. Frisbee thrower
27. Courageous adventurer
28. Hopeful dreamer
29. Next step taker

Excellence - Hand East – Creativity

30. Trike rider
31. Lego builder
32. Hand painter
33. Let's pretender
34. Rhythmic drummer
35. Inclusive collaborator
36. Effective communicator
37. Belly laugher
38. Empathy feeler
39. CREW member
40. Arts creator
41. Poem reciter
42. Music maker
43. Star gazer
44. Enthusiastic singer
45. Innovative imagineer
46. Disco dancer
47. Joke teller
48. Skilful sewer
49. Ocarina player
50. Mindful sitter
51. Thoughtful philosopher
52. Observant drawer

Wisdom - Head West – Critical Thinking

61. Wise learner
62. Critical thinker
63. Confident speaker
64. Fluent reader
65. Imaginative writer
66. Maths investigator
67. History researcher
68. Science experimenter
69. Geography explorer
70. DT designer
71. PHSE understander
72. RE appreciator
73. Tech coder
74. Safe computer user
75. Knowledge retainer
76. SATS taker

“The Child has a Hundred Languages, a hundred hands, a hundred thoughts, a hundred ways of thinking, of playing, of speaking. A hundred worlds to discover, a hundred worlds to invent, a hundred worlds to dream.”

Loris Malaguzzi

Responsibility - Hope North – Citizenship

77. Bug hunter
78. Joy discoverer
79. Classroom tidier
80. Change maker
81. Seed sower
82. Bird watcher
83. Tree hugger
84. Branch climber
85. Bird spotter
86. Forest explorer
87. Fire starter
88. Litter picker
89. Beach comber
90. Hill climber
91. Fruit taster
92. Vegetable grower
93. Den builder
94. Bee protector
95. First aider
96. Young leader
97. Problem solver
98. Risk manager
99. Selfless volunteer
100. Purposeful pioneer
101. And one hundred more...





Milton Road Primary School

Region of Learning



Milton Road Primary School

Region of Learning



Milton Road Primary School

Region of Learning



2D and 3D Fashion Design Year 5



Afternoon Tea Party Planner



Amazon Explorer



Ancient Egyptian



Ancient Mayan Exploration Badge Year 4

1. Map skills knowledge, opportunities
2. Integrate new educational taxonomy and technology for learning
3. Bridge the education/employment gap
4. Strengthen connection and belonging reducing inequality



YEAR TWO

Where Learning is an Adventure!



Name: _____

Curriculum Intent: "We want our children to be happy and healthy today, fulfilled in the future, and able to make their world an even better place."

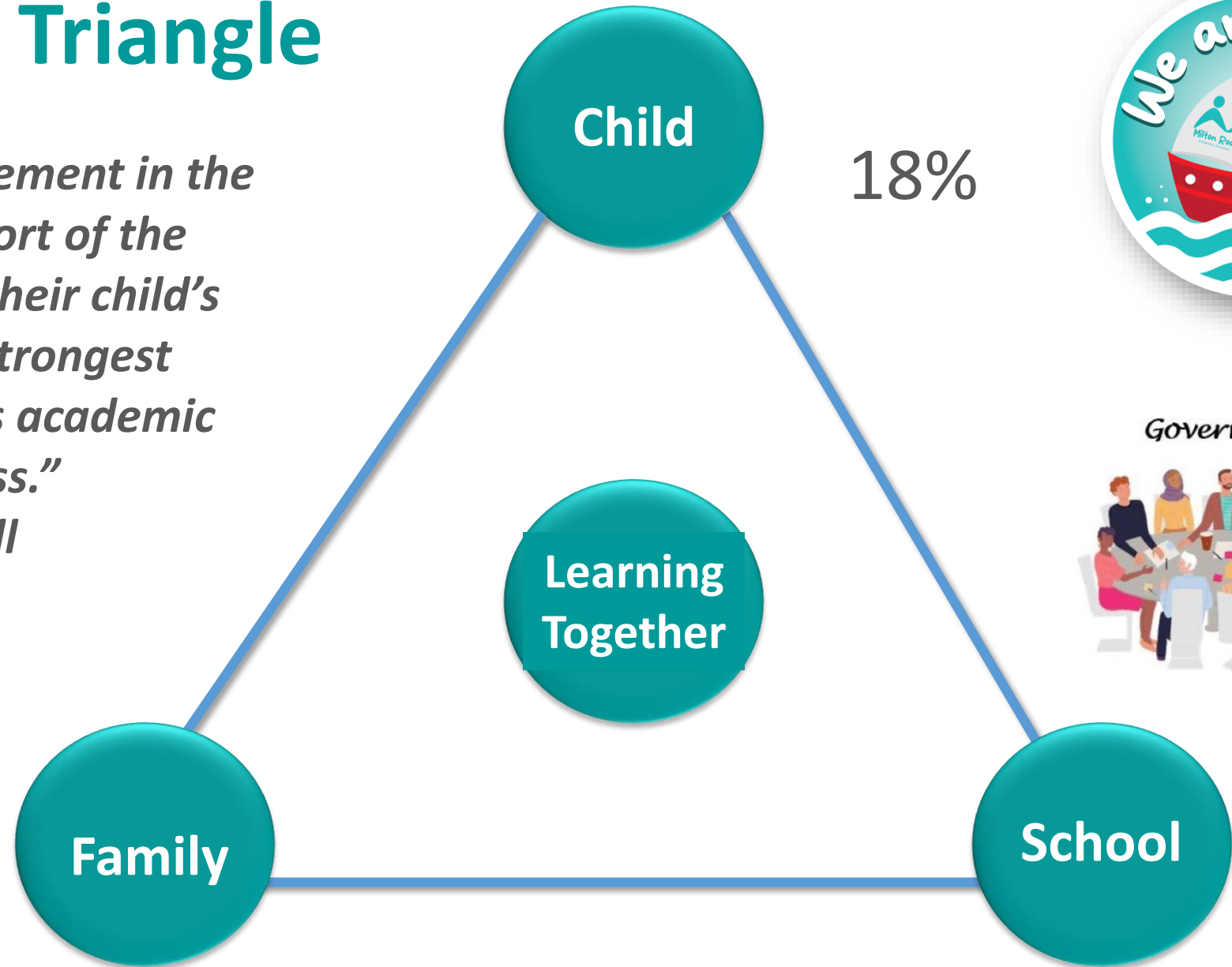
The Mapped Cambridge
Connected Curriculum for
Milton Road
Primary School

Conceptual Design by Rae Snape
Headteacher and Author
Illustrated by Emma Bennett
www.emmabennettillustration.com

The Learning Triangle

“Parents’ active involvement in the life of the school, support of the school and interest in their child’s learning is one of the strongest indicators of the child’s academic and behavioural success.”

*Professor Janet Goodall
University of Bath*



Connection is our super power!

Open communication and positive relationships are key!

- Emailed Tues re. Stay & Play sessions (spare copies)
- Admissions form/ email address Priority 1.
- Weekly Navigator newsletter every Thursday
- Open Fridays (July invite)
- Expert Showcase
- Website is a good source of information www.miltonroadschool.org.uk
- Follow us on Instagram & Facebook
- Many means of communicating – email office office@miltonroad.cambs.sch.uk
- Talk to the class teacher in the first instance
- WhatsApp groups
- Relational School – warm, friendly, approachable, open to ideas
- Feedback welcome - Share the positives as well as suggestions – Praise in public, criticise in private – THINK
- Seesaw Learning Platform (email address per child)
- Digital Badges



What's Special about the Foundation Stage?



Education in the early years is about developing strong, curious, confident children who love learning!



Children who acquire a sense of mastery, a willingness to 'have a go' and to learn from mistakes have a head start in education.

Unique Child, Positive Relationships, Enabling Environments = Learning & Development



Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

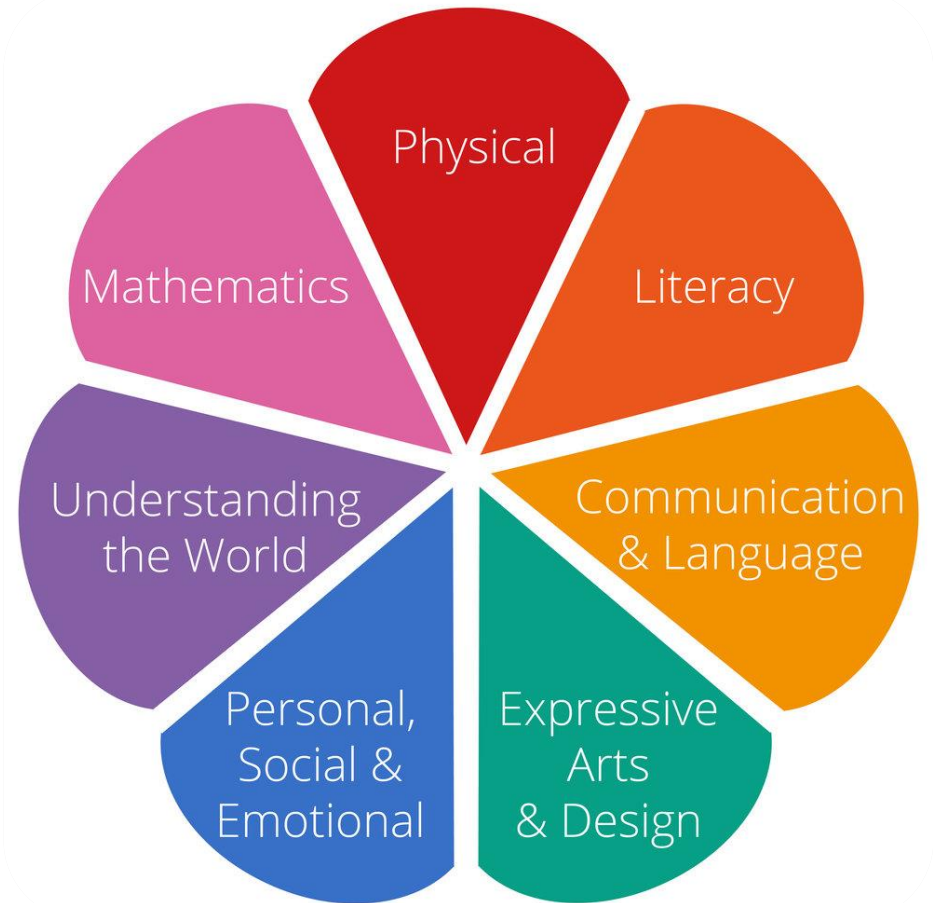
MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas



Emotional
social &

& Design
Arts

A Day in Reception

Morning Challenge

Self Registration

Maths/English

Child Initiated Learning Time

Snack

Phonics

Lunchtime

Maths/English

Child Initiated Learning Time

Topic

Story

Home



Transition Timetable



Date	Activity
Summer Stay & Play	
Tuesday 1st July	9:30am-11:00am stay and play session 1:30- 2:45pm stay and play session.
September Settling in	
Wednesday 3rd September Thursday 4th September Friday 5th September	Children in school from 9:00- 11:30am Parent update via school cloud which launches on Wednesday 3 rd September at 9:30am.
Monday 8th September Tuesday 9th September	Children to attend 8:45am – 1:00pm (including lunch)
Wednesday 10th September	Children to attend school full time 8:45am-3.15pm.

What does your child need to bring on their first day at school?



- Water Bottle filled with water and a healthy snack. (No Nuts please!)
- Wellies to wear in the Mud Kitchen and at Forest School
- Spare clothes to keep at school (pants, socks, trousers, top)
- Indoor shoes or slippers that your child can put on themselves
- A Book Bag: available to purchase on Arbor



Please name everything!

We teach children to take responsibility for their belongings.

It really helps us when items are named.

Lost property rails at the end of term



How can I help my child prepare for school?



Growing independence



Taking care of themselves

- ✓ Putting on/taking off their coat and shoes
- ✓ Using the toilet and washing their hands
- ✓ Getting dressed with little help, e.g. after using the toilet or doing PE
- ✓ Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- ✓ Spending time away from you, learning they can be looked after by caring adults

Play, creativity and curiosity

- ✓ Taking part in imaginative play (e.g. role play)
- ✓ Drawing, painting, colouring and sticking
- ✓ Sharing story books, looking at pictures and talking about the characters
- ✓ Exploring the world around them (e.g. looking closely at the natural world, playing safely with objects at home)



Building relationships and communicating



Being with others

- ✓ Practising sharing and taking turns with toys
- ✓ Talking to them about **how** they are feeling and **why**
- ✓ Looking at story books together and speaking about what characters are feeling is a good way to do this
- ✓ Beginning to recognise what others are feeling, e.g. understanding if a friend is sad
- ✓ Encouraging them to set boundaries for themselves and others (e.g. knowing how to say 'no')

Communication and language

- ✓ Singing along with songs and nursery rhymes
- ✓ Talking happily to others about activities, experiences and the world around them
- ✓ Showing they need help by speaking clearly (in basic English or sign language)
- ✓ Recognising the pattern of their name (so they can find it on their coat peg or jacket)



Parental Engagement

Throughout the year we hold workshops for you to attend to support your child with early reading (phonics) and maths.



- Parent/Teacher meetings
- Expert Showcase
- Sing With a Smile

- Bring Your Parent to Lunch
- Volunteer for educational visits
- Community Crew – share your expertise

Family Learning Sessions



Tree of significance



Balloon Powered Boats



Making
Hedgehog Homes





Active Travel – Happy & Healthy

- For the safety, health and well-being of our community we advocate Active Travel.
- Come to school on foot, scooter, roller-skates or cargo bike
- Jump off at the gates!
- Parking is limited near the site and causes obstructions.
- The car park is for staff and visitors only.
- www.camcycle.org.uk/resources/cargobikes/cargo-bikes-for-families/



Who are the governors?



Governors act as a bit like the board of a company

A critical friend

Strategy not operations

Representative of the stakeholders, not
representatives for

- Ensuring clarity of vision, ethos and strategic direction
- Overseeing the headteacher's performance to manage and lead the school
- Overseeing the school's educational and financial performance



School Governors



- We need enthusiastic volunteers interested in being a governor
- Don't need to be an expert in education
- Currently particularly looking for those with skills/knowledge:
 - Sustainability
 - Renewable Energy/Net Zero
 - Estate management
- Full induction training and a Buddy
- Two meetings per half-term
- Your chance to help inspire the strategic direction of the school

Find out more



<https://www.miltonroadschool.org.uk/the-governing-body/>

Contact me about becoming a governor:

chair@miltonroad.cambs.sch.uk



Strengthening Community



Discos



Fun run



Comedy



Parent band night



2nd hand sales



Summer Festival



Supporting Our School



Our children benefit daily from projects funded by parents via the PTA including:

- Key Stage 1 playground
- Smart boards in every classroom
- The Arts Studio
- 'Wonder Woods' Forest School
- Full class sets of glockenspiel, ocarinas and ukuleles
- Educational events and special activities
- Additional classroom resources
- And much more!



How to Get Involved



- Join the 'Milton Road Reception 2025' WhatsApp group
- Summer Festival: Sunday 29th June 3pm- 6pm
- New parents' picnic: Friday 18th July 3:30 pm- 4.30pm
- Parent get together: Start of Term

Donations: regular or one-off

cafdonate.cafonline.org/21641

Thank you so much for joining us

When you join our school you're joining a brilliant community – be part of it!

- Office Team
- Friends of the School/PTA
- Governors
- Lunchtime Company
- Premier Education – Wrap Around Care
- Tour of the Classroom
- Opportunity to ask questions



“We are crew not passengers!”