



# Our Year 2 and 3 Newsletter



Learning Through Diversity

7<sup>th</sup> April 2022

Find out what has been happening in school and with your child's learning!

Dear Parent/Carers,

The Easter holidays are now upon us and hopefully over the next few weeks, we can look forward to some good weather as Summer 2022 begins to take hold!

Firstly, thank you to everyone who took the time to dress up for World Book Day. Since all pupils returned, there have been many interesting and engaging themed activities in Years 2 and 3. Please read on to see examples of great learning outcomes!

Thank you to everyone who contributed to Red Nose Day by wearing something red. Primary managed to raise a fantastic £514.81, thanks to your contributions!

Finally, just a reminder that school closes on Friday for children and re-opens on Monday 25<sup>th</sup> April at 08.25am. For Year 2 pupils, if you have submitted a consent form for the Easter Booster Club running for two days next week, then I shall see you on Monday at 08.30am!

Thank you all for your support throughout what has been a busy term for us all. Both myself and the staff look forward to working with you again after the Easter holidays. Have a safe and relaxing break. Thank you for your continued support.

Ms Zamir

Director of Learning for Years 2 and 3

## Dates for your diary:

Friday 8 <sup>th</sup> April Last day of Spring term	Monday 25 <sup>th</sup> April 2022 Summer term starts
Tuesday 3 <sup>rd</sup> May 2022 Eid-al-Fitr (TBC)	Queens Platinum Jubilee 3A Assembly Thursday 26 <sup>th</sup> May 08:50 - 09:10
Year 2 KSI (SATS) Assessments start From Thursday 12 <sup>th</sup> May 2022	Year 3 RE visit to synagogue W.C. 16 May 2022
Year 3 Summer Assessments From 16 <sup>th</sup> May 2022	Last day of Summer 1 term Friday 27 <sup>th</sup> May
Pupils return to school Monday 5 <sup>th</sup> June	World Humanist Day 2C Assembly Wednesday 23 <sup>rd</sup> June 08:50 - 09:10
Year 2 Phonics Screening Checks (select pupils) From 6 <sup>th</sup> June 2022	Year 2 Writing Assessments May and June 2022

## Attendance - Spring Term

Class with highest attendance from Y2	2B 90.8%
Class with highest attendance across Years 2 and 3	3B 92%
School Attendance Target	97%

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Website:  
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# Maths - Year 2

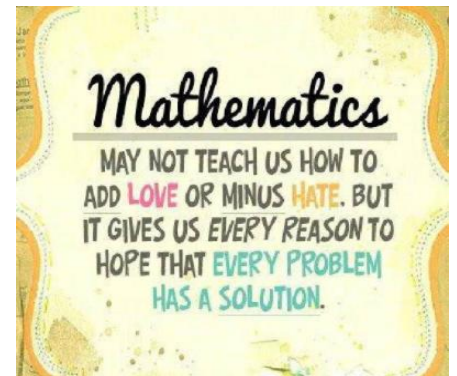
Over the spring term, pupils in year 2 have been so excited to learn new knowledge and skills in maths. In the weeks running up to the Easter holidays, we have been exploring fractions and measurement. We learned this through many different practical approaches including making a sandwich and slicing a cake, both of which were cut into various fractions. We used vocabulary such as half, quarter and thirds.

Next, we moved onto learning to measure. We measured our friends using a metre stick to learn about length and height. We looked at using a ruler to measure objects. We hope that all pupils will be able to measure some items at home over the holidays.

In the next term, children will be revising fractions, learning about mass, capacity and temperature along with length and height. They will have a deeper focus on mass and telling the time. Finally, they will be looking at some problem solving questions.

*"The only way to learn mathematics is to do mathematics."*

*Paul Halmos*



**MyMaths** is an interactive time-saving resource for use in the classroom and at home. It is easy to use alongside any other Maths resources to consolidate learning. Waverley School actively encourage the use of MyMaths to promote and facilitate Maths learning. At present, not all children in Year 2 are accessing MyMaths, so parents, we kindly reiterate the importance of encouraging your children in their Maths learning journey by accessing this fantastic, educational resource.

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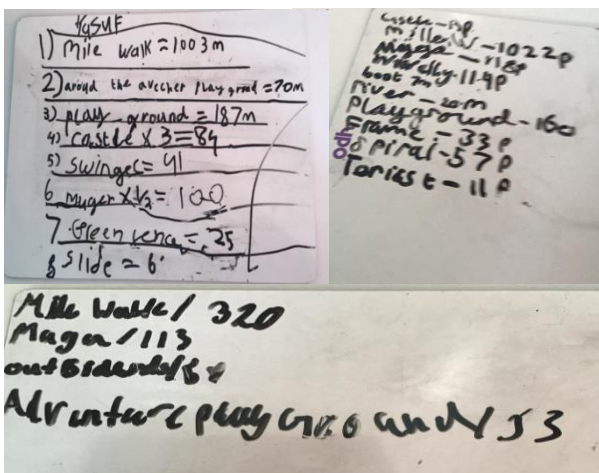
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# Maths - Year 3

This term year 3 have been working on learning how to multiple, divide (word problems), recognising inverse, statistics, measurements; what type of measuring tools are used for certain objects for example cm, mm or metres as well as converting measurements.

Mathematics will continue to be taught daily consisting of development of both mental and written strategies, as well as arising through a cross curricular approach to other subjects. During the summer term, the children will continue to consolidate and extend their understanding of addition/subtraction and multiplication/division as inverse operations, fractions, position, movement and direction, place value up to 1000, doubling and halving. Pupils are required to learn their tables on a regular basis. Pupil's mental maths skills will also continue to be tested for speed and accuracy on a weekly basis.



In Maths, we are learning about measurements. I like this subject because we have learnt through fun activities for example using different types of measuring tools for example scales.

Fateha 3C

In Maths, we are learning about perimeters, cm, and meters. I enjoy maths it is my favourite subject.

Arib 3B

In Maths, we have been learning about length as well as adding and subtracting lengths. We have also been creating our own perimeters by drawing shapes. Kainath 3C

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### What is Times Tables Rock Stars (TTRS)?

In either paper form or online, *Times Tables Rock Stars* is a carefully sequenced programme of daily *times tables* practice. Each week concentrates on a different *times table*, with a recommended consolidation week for rehearsing the *tables* that have recently been practised every third week or so.

### Be a rock star!!!

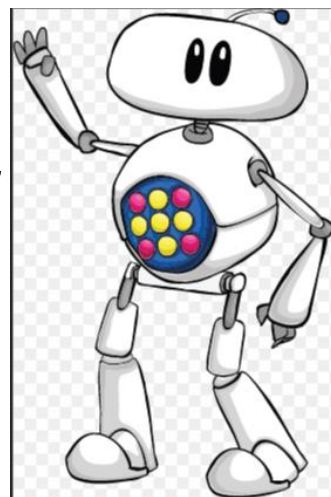
Parents, we kindly ask that our pupils access *Times Tables Rock Stars* to promote their learning and fluency of the times tables. TTRS is regularly monitored and certificates are provided to those leading rock stars who are regularly accessing the portal.



### What is My Maths?

Pupils are set weekly maths homework online, through *My Maths* which involves working through a series of fun, maths tasks linked to their learning in school and relevant to their needs.

Again, we ask parents and carers to supervise their children's learning online and supervise children when they access their online homework. This homework is in addition to tasks set in their Learning Journal. Please see your child's teacher if you have any questions.



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# English

## Year 2

During our English lessons this term, children have shown their true creativity through story writing and poetry! All the year 2 teachers are impressed with how well the children have used story mountains to plan their sequels to Charlie and the Chocolate Factory. Children used common exception words, tier words, adjectives and commas in between expanded noun phrases! Towards the end of the story writing journey, children edited and published their stories to perfection. Currently the children have been exploring Chocolate Cake by Michael Rosen. This has been a particular favourite poem throughout the year group! The children have successfully explored key terms such as alliteration, repetition, free verse and stanza whilst analysing different poems. Also, the children have used their skills brilliantly whilst illustrating wonderful shape poems based on confectionery!

### Chocolate Cake

Michael used the word 'love' to describe how he loves chocolate cake.

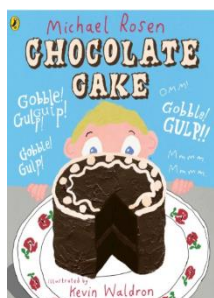
Michael added three features in his poem. He used his voice, actions and words to show his emotions.

Chocolate Cake is like a story because it has no verses.

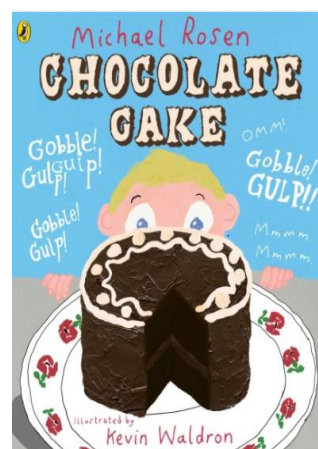
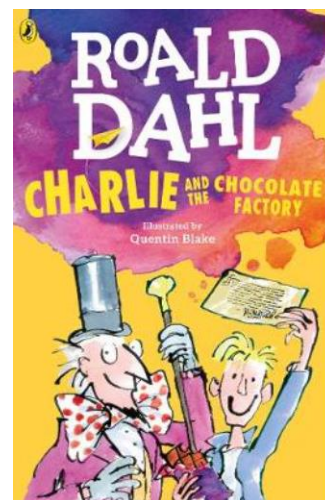
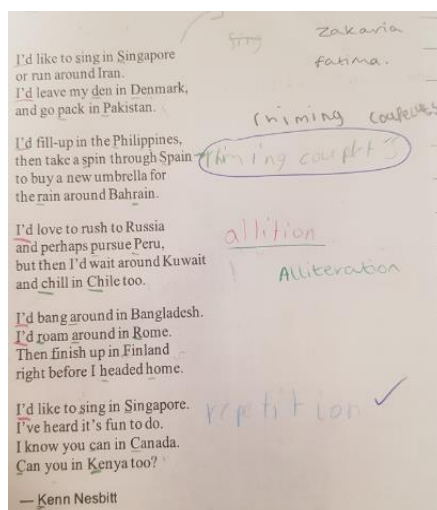
The poem is written in time order.

Some words in the poem are repeated.

Armaan 2A

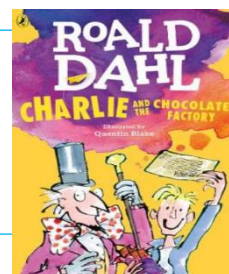


### Analysing poetic features:



"Education is the key to unlocking the world, a passport to freedom."

Oprah Winfrey



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# English

## Y2 Write A Letter



Pupils wrote a letter as Charlie to their parents. They imagined that they were stuck inside the chocolate factory.

Dear Mum,

I felt shocked and flabbergasted when I met Mr Wonka. I thought he would never get the golden ticket. I was extremely elated when I won!

The glass elevator went to the sky and I felt scared. It was very fast! It landed at Candy Land where there was chewy bubble gum and the best chocolate fountain! I was very excited. I loved chocolate and I really wanted to eat it. I could hear a wrapper opening. It made a crunching sound. The trees also made chewing sounds. I felt soft marshmallows and squishy white gummy bears. I could smell white chocolate and tasted giant gummy bears that tasted like Coca-Cola.

It's so hard to write from the sky. I cannot wait to write again.  
From Farzana.

Farzana 2C



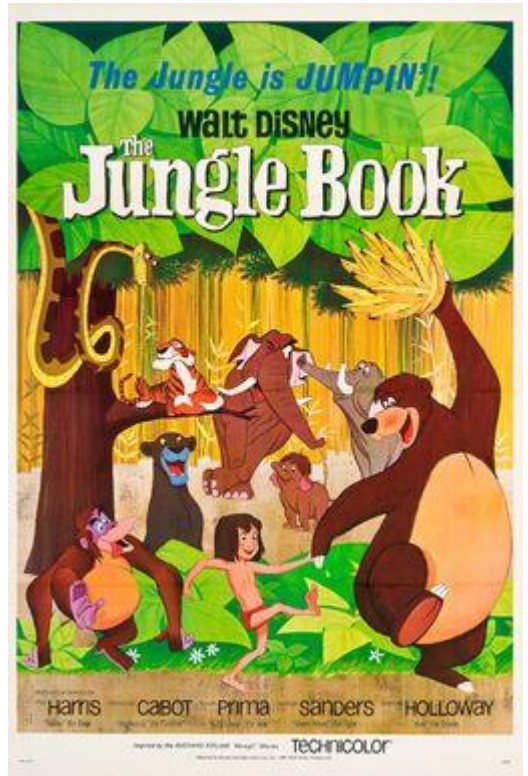
Charlie was a helpful and charming boy. When Charlie won the golden ticket he felt surprised and excited! Charlie felt amazed when he landed on a new planet called Magical Meadow! When Charlie was walking on the grass it made a squishy noise. Charlie went in deeper into the forest. He saw beautiful animals. As he was looking around the forest, he saw a huge shadow covering him. Suddenly, all the beautiful animals ran away from what looked like a monster. Charlie looked behind him and saw a huge dinosaur and tried to run back to the elevator but there was a problem. He wandered so deep into the meadow that he became lost! Luckily a flying horse came. The flying horse found Charlie using his special tracker. Finally, the flying horse took Charlie home.. Ayla 2A.

# Year 3- English

This half term, the children have learnt about non-chronological order reports. We looked very closely at the features of a non-chronological order reports. The links were made to the animals from the jungle.

The children were engaged watching the film, 'The Jungle Book' to launch learning! The children discovered firstly the types of animals that live in the jungle. Next the children mind-mapped the features of a non-chronological report. In addition to this, the children looked at different types of non-chronological reports about animals. The children were able to read the range of reports and use their retrieval skills to answer questions from the text. They were also able to summarise the information in their own words. Additionally, the children were able to look closely at the range of reports and analyse the style in which they have been written. The formal tone, third person and comment of the style the reports are written in. By looking at each report in detail the children were able to identify the language features such as present tense, the style, and the language features including whether subordinating or co-ordinating conjunctions were used.

The children, were able to plan and research a chosen jungle animal to write a chronological report. The children shared their own non-chronological report with others within their year group.



In English, I have been learning about non-chronological reports. I have enjoyed the part when we were doing facts on the Siberian Tiger. I learned the features of the report are titles, sub-headings, image, facts and paragraphs.

Amelia M 3B

In English, We have been learning about non-chronological reports that have been about animals, which live in the jungle linking them to the book we have been reading "The Jungle Book" as in the future we are hoping to write our own non-chronological report about a jungle animal.

Ilhaan 3B

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# Guided Reading: Y2

As we all know, reading improves spelling and vocabulary. Reading also serves other purposes other than that related to its literary functions, it ultimately broadens and educates the mind. Reading allows us to be transported from our own world to another. Between the pages of a book, we can immerse and imagine ourselves in the lives of fictional characters. Books enable us to learn about other cultures that are entirely different from our own. This is especially important as we live in a multi-cultural and diverse city underpinned by British Values. Waverley School uphold and actively promote their HEAR values.

Reading books can expose and encourage us to learn new vocabulary and phrases, additionally allowing us to experience a range of emotions and acquire knowledge of varying degrees. Today more than ever, we need to really support our children in building a love of reading. This can be achieved by questioning the comprehension of books read, promoting inference and predicting what could happen next in a story, encouraging children to summarise texts and invest the time in listening to children read aloud. These small priceless actions can help promote reading for pleasure and develop not only children's literacy skills but confidence too! Each child at Waverley should aim to read at least 10 minutes a day, let's see if we can all rise to the challenge!

Help your child develop literacy and reading skills by accessing the following:

Oxford Owl : <https://home.oxfordowl.co.uk/>

Magic Keys : <http://www.magickeys.com/books/>






Monkey Pen <https://monkeypen.com/pages/free-childrens-books>

Audible : <https://stories.audible.com/start-listen>






















## Recommended books for Year 2:

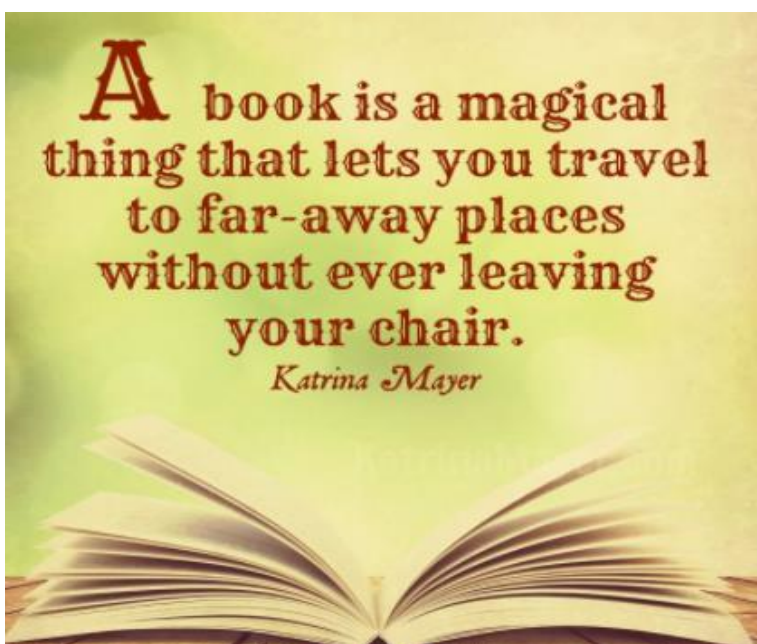
1. **Fungus The Bogeyman** by Raymond Briggs
2. **Salty Dogs** by Matty Long
3. **The Day The Crayons Quit** by Drew Daywalk
4. **Jinnie Ghost** by Berlie Doherty
5. **Don't Look In This Book** by Samuel Langley-Swain
6. **Gorilla** by Anthony Browne
7. **Mr Majeika** by Humphry Carpenter
8. **The Kiosk** by Anete Melece

### My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 	*even	

### My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	



# Learning Through Diversity



# Year 3 -Guided Reading

## Our Resilient Readers!



Learning to read is about listening and understanding as well as working out what's printed on the page. Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read. It's important for them to understand how stories work too. Even if your child doesn't understand every word, they'll hear new sounds, words and phrases which they can then try out, copying what they have heard.



### Shared reading

Every day for 30 minutes, each class sit together for shared reading with their peers and teachers. In year 3 we have been focusing on Ancient Egypt, the children were to discover more about *The Ancient Egyptians and the Famous Pharaoh Tutankhamun* while being immersed into the world of Ancient Egyptian mythology.

## Year 2 and 3 Homework

Homework is set every week and needs to be handed in every Monday- This is monitored very closely so it is extremely important that homework is completed at a high standard and handed in on time.

## Common Exception Words

### What are Common Exception Words (CEWs)?

Common exception words are words that do not follow the common phonetic spelling rules children learn in Year 1 and Year 2. Many of these exception words are used frequently, hence the use of 'common' in the name. Common Exception words may also be known as tricky words or high frequency words. In Y2 there are 64 CEWs that children are expected to learn by the end of the year, they are expected to know how to read or pronounce the words as well as spell them all correctly.

### How have Y2 incorporated CEWs in English?

In English, Y2 have been studying Roald Dahl's celebrated children's fantasy novel, 'Charlie and the Chocolate Factory' this half-term. During English starter activities children would engage in an activity that complements and supports their understanding and learning of the CEWs. Each week children would receive 'spellings' or CEWs that were the focus for that particular week. The class teachers and teaching assistants would discuss the meanings of 'focus' words/spellings and highly encourage children to utilise the CEWs in their writing. Exemplary efforts of incorporating CEWs in writing from children would be highly praised using verbal praise, stickers and referring to Waverley School's 'Good to be Green' behaviour chart.

# RELIGIOUS EDUCATION



Waverley Primary is raising awareness of diversity but also enriching the cultural capital of our school through celebrating the festivals of major religions, faiths and beliefs.

We, at Waverley, accept and respect each other's beliefs. We looked at how we can care for our environment and animals. Pupils virtually visited Monasteries from around the world and learnt about who Buddha is, what his original name was, where he was born, which kingdom he was prince of and why he is famous? Pupils reflected on Buddha's teachings along with their own beliefs. We also had an opportunity to celebrate Easter. Pupils virtually visited churches, cathedrals and chapels from around the world. Pupils had opportunities to create Easter Bonnets and to learn about Jesus and significance of 'Holy Week'. They also learnt about the importance of 'Good Friday' and 'Easter Sunday'. They explored how Easter is celebrated in Judaism and reflected on HEAR values through Birmingham City Mission's assembly, exploring the Christian teachings of the resurrection of Jesus Christ.



In this term we have learnt the days of the weeks and numbers up to 20 in Spanish.

We have practised greetings by learning the song 'Buenos Dias'. Next term we will be learning basic instructions in Spanish by learning a poem.

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About resources, students can access to Early Units in Language Angels in order to practice vocabulary and play online games:

LOGIN → LOGIN PUPILS GAME → USERNAME: waverley → PASSWORD: 1234

**Reviewing**

<https://www.languageangels.com/schools/>

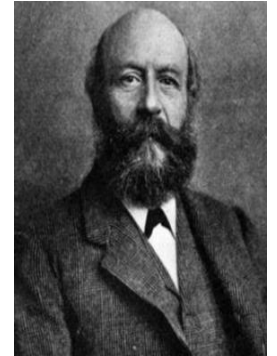
**Username** waverley  
**Password** 1234



## Topic

These last couple of weeks have been very exciting for year 2 pupils! We learnt all about the history of Cadburys and Bourneville. Children enjoyed learning the different moulding techniques and skills needed to make chocolate and how chocolate became immensely popular over the past 100 years. We also learnt how to collect evidence from primary and secondary sources. We were able to identify the features of a chronological report and the importance of writing in time order. We had an amazing time understanding how John Cadbury enriched the lives of his workers as well as the people of Bourneville. We then moved onto created a diary account from the perspective of a Cadbury worker.

In the recent weeks, year 2 have been learning all about vehicles and how their use has changed over time. This will link with their previous learning of Cadburys by comparing how Cadburys transported materials in the Victorian era. Once they have planned and designed their vehicle, they will move on to physically making their vehicles using the correct tools and resources. This will prove to be a fun and exciting unit as children will be able to see the fruits of their labour once they have made their vehicle. Children will then be given the opportunity to showcase their vehicles to the rest of the class explaining why they chose to use particular materials and how it made their vehicle look more aesthetically appealing. Visiting Cadbury world was the highlight of our term. Pupils could link their topic learning to their visit.



### A diary entry as a chocolate factory worker:

Dear Diary,

This morning I jumped out of my cosy bed. My tummy rumbled. I dashed downstairs because I was late for work. I had bread with chocolate sauce.

I ran like a flash and jumped into the car and went to work. I saw a lot of people on the way. I couldn't wait to make chocolate. I felt excitement inside my body. I saw my colleagues. I hugged them. I told them I would make yummy chocolate. I made white flavoured chocolate.

Umayyah 2A

### History of Cadbury's



All About Cadbury.  
Where did it all start?  
In 1824  
John Cadbury made drinking chocolate and sold it in his very own shop that he first opened in Birmingham.  
The first chocolate bar  
Fry's made the first chocolate bar in 1847. It never had any wrapper. However, Cadbury created their bar in 1897.  
Bournville  
George and Richard Cadbury built a factory and houses for their workers in 1897. It was called Bournville because it was built next to the river stream called Bourn.

### In the past, how did Cadbury's transport their chocolate?

George and John Cadbury would have struggled with the cobbled streets. The transport was not as fast as today's cars. The cars were not as secure or made of strong materials. It was hard to transport chocolate because the vehicles didn't have somewhere to place the chocolate bars.



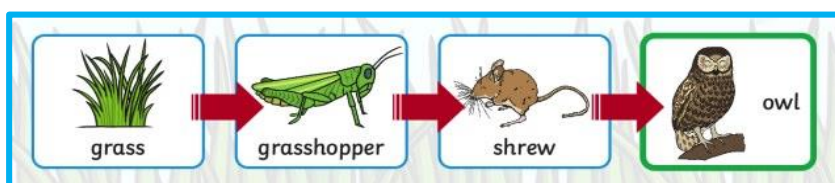
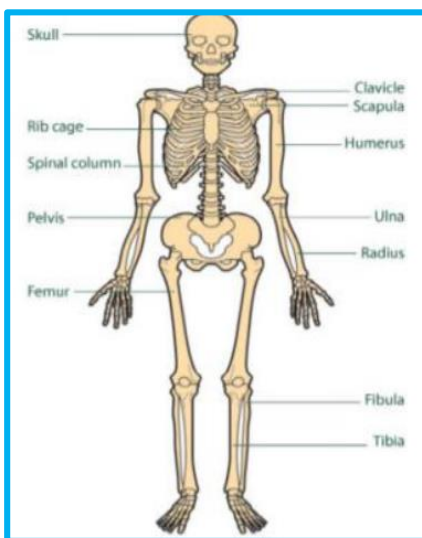
# Year 3 -Topic including Science

This half term the children focused on the science unit, Humans and Animals. The children looked at the different types skeletons including humans have and animals. They learnt that humans have

206 bones altogether! The children learnt that not all animals have a skeleton and there are different types of skeletons including endo skeleton and exoskeleton. In addition, they identified that humans and some other animals have skeletons and muscles for support, protection and movement.

The children were fascinated in learning about how different animals need different habitats to survive. They also explored food chains, here they learnt about how the ecosystem survives. They were able to identify which animals were the predators and which were the prey. Thus were able to identify that most of the endangered animals are becoming extinct if we do not look after the environment and also what would happen as a result in the long run.

We moved onto learning about healthy eating and understanding the importance of a balance diet- the children were able to identify the 7 main food types. In addition, the children discovered that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. The children looked at different menus and thought about making a well-balanced menu for breakfast, lunch and dinner. The children also created and understood what food webs are and food chains.



Nutrient	Found in... (examples)	What it does/they do
carbohydrates		provide energy
protein		helps growth and repair
fibre		helps you to digest the food that you have eaten
fats		provide energy
vitamins		keep you healthy
minerals		keep you healthy
water		moves nutrients around your body and helps to get rid of waste

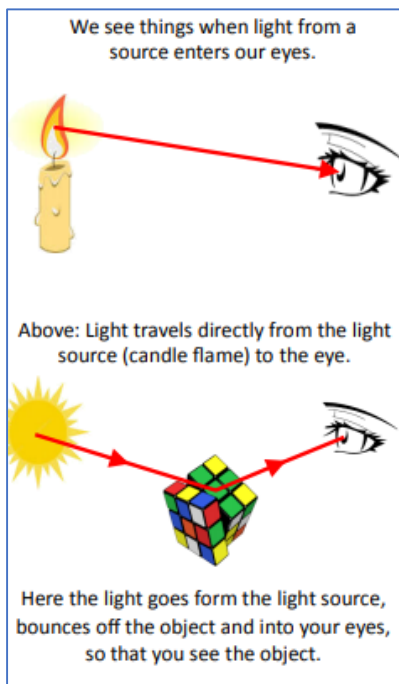
# Year 3- Science and Topic

We also moved onto another topic in science about light. Here the children looked at the different sources of light. The children looked at the artificial light and natural light.

They also discovered that they need light to see in the absence of light.

The children also discovered that light is reflected from surfaces and that some sorts of light can be harmful and dangerous including the sun's rays.

Finally, we discovered that shadows are formed when light is blocked from a solid object.



In Science, I am learning about light. I have learnt it is very important to be safe and save electricity. If you turn off all the lights off that way you can save more electricity and of course the bills will much lower!!

Aliya S 3C

I enjoy learning about light in science as light can go through glass and create shadows. There are sources of light including: Sun, light bulb, candle and fire. The light helps us to see.

Hamza K 3C

In science, I have learnt about light and shadows as well as food chains. I loved learning about food chains as I learnt about what animals eat. Light was another favourite, as light is needed to help us to see in the dark.

Habiba 3A

In Topic, we have been learning about animals and skeletons.

Did you know there are 3 kinds of skeletons: Hydrostatic skeletons, exoskeletons, and endoskeletons; only exoskeletons, and endoskeletons have bones but hydro-skeleton do not.

Exoskeletons have bones but they are flexible. I have enjoyed learning about hydro-skeletons because they are squishy and flexible. Aisha 3A

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Next term Year 3 pupils will be learning about:

Maths:

Statistics

Length and perimeter

Fractions

English: Jungle Book

Science: Animals and Humans

Homework expectations:

Neat handwriting

Neat presentation

Complete ALL tasks given.

EASTER PROJECT

We would like you to create your own Easter bonnet decorated with all things spring and Easter! Your bonnets will symbolise new life and renewal, which are the themes of the Easter story we will be learning about.

We look forward to looking at your creations!

If children find the task difficult, it should be communicated with the teachers so additional support can be put into place.

I love guided reading because I enjoy reading different types of books. I am able to learn new vocab and make predictions as well as inferring.

Fateemah 3B

I enjoy reading because I feel I have learnt many different things about a variety of subjects. I have also learnt new vocab, which I use in my work.

Eesa 3B

I enjoyed guided reading with Miss R Hussain because I learnt new words, which enabled me to use them in my work. I feel that reading in a group helped other pupils read better each time.

Yasin 3C

I love guided reading sessions because every day we are learning something new for example, about the Egyptians and how tombs are built.

Hadiya 3C



# Year 3-Religious Education

The children have been following the R.E Faith Makes a Difference scheme of work.

In this half term, the children have learnt about the disposition Remembering Roots. We looked at the importance of knowing and understanding where we have come from. We moved onto learning about the festival Passover. We looked at the story of the ten plagues and the children drew a Seder plate and labelled it. We moved onto learning about Easter and the importance of Easter to Christians.

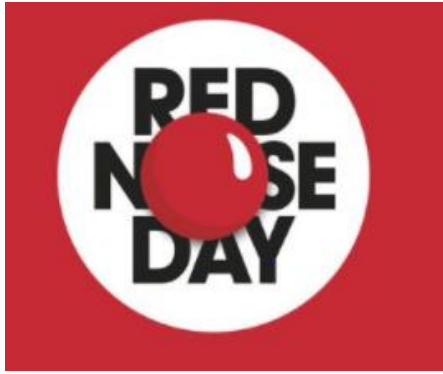
The children, learnt about 'Being loyal and steadfast' disposition. Here we learnt about the qualities of a friend and the characters in a friend. We have started to learn about Ramadhan.



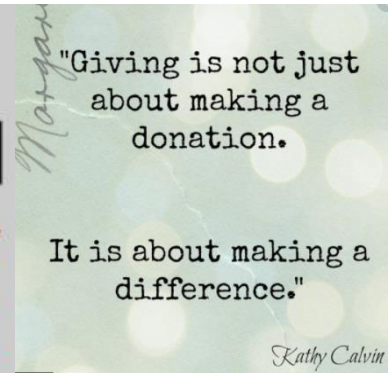
## Year 3-PSHE

This term, the children have learnt about the benefits of exercising and healthy eating. The importance of looking at each other and ourselves. We also looked at the benefits of exercise and importance. We also looked closely at mental health and how we have different feelings As well as emotions. We learnt that different situations could make us feel in different ways. Thus, we learnt about how to deal with different situations and problems that we may face. We are continuing to talk daily about the importance of making the correct choices at home and school.





Let's Keep  
**CHILDREN**  
**Safe, Healthy**  
**and Educated**



On Red Nose Day, our pupils came to school wearing an item of red clothing. This was to raise money all for good causes.

At school, we had class assemblies to educate us about Red Nose Day (Comic Relief). These assemblies allowed us to become more aware of what Red Nose Day is and how it helps support other people around the world.

This also linked to our SMSC and British values dispositions of learning. We found out that (Comic Relief) is a UK charity, which aims to create a world that is free from poverty.

At Waverley Primary, the children contributed a £1 for coming to school in red.

Thank you to all parents and children for their support and their continued support in helping us raise an amount of **£514.81, which is more than double than last year!** Without your support we wouldn't have been able to reach this total. This money will go on to supporting children who are less fortunate than us.

*Red Nose Day*

*"It is important to celebrate Red Nose day because it helps us give to charity"*

*Ruqayyah*



# Learning Through Diversity

Website:  
[www.waverley.bham.sch.uk](http://www.waverley.bham.sch.uk)

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0121 566 6600

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## World Book Day 2022

World Book Day 2021 was a chance for us to immerse into the World Book Day experience. Our focus book was 'Welcome to Grimwood'. We learnt about animals and the importance of caring for them through this book. Year 2 pupils participated in the various competitions, 'Guess the Reader,' 'Write a short story' and 'Dress up as your favourite character'. Prizes were won by selected outstanding participants! Well done to all those pupils in Year 2 who took part! We all had the chance to take a book home through our 'swap a book' scheme.



Well done to  
Ummayah  
and Mustafa  
for dressing up  
convincingly and  
winning prizes as  
Holi Quinn and  
Prince Charming!

## *Come to school, on time, every day, ready to learn!*

Attendance during Spring 2 for the whole of the Primary Phase was below 97%. We are on the way to getting our attendance to where it needs to be but are not there yet! In order to reach and exceed our target, we need all families on board and all pupils in lessons learning. Attendance for this term, for Year 2 to date, is 88.2%. Attendance for this half term, for Year 3 to date, is 89.8%. The school target of 97% attendance for each pupil is more important now than ever. With months of learning lost due to any illness, pupils are working hard to meet the expectations of the new year group and missing even a day puts each child behind. Each day new learning is shared with pupils. Every day that your child misses from school results in them missing out on education and essentially falling behind. It is every parent and carers responsibility to ensure that all pupils are in school, every day and on time. School gates open from 8.25am to help pupils to settle in.

All Year 2 pupils should be in school and seated for 8.40 am. The register is taken at this time. Any pupil not in school at this time is marked late, which is recorded on the register and negatively impacts on your child's attendance percentage. Primary doors and gates open 5 minutes before the official start time ready for registration. This allows pupils enough time to get to their class, take off their coat and bag and be sat at their desk ready for learning to commence at 8.40am.

The school has a dedicated absence line and if your child is absent for any reason please call on 0121 566 6600, using the pupil absence line on option 1 and leave a message. Medical and dental appointments should be arranged outside of the school day to ensure that pupils are in school and are learning. If, however, an appointment can only be obtained