

**Hoylandswaine**
Primary School

Newsletter Week 1

September 2023



A huge thank you...

If I had to sum up my first week as Head this academic year at Hoylandswaine there would be so many words I could choose, but this week I am going to choose **PROUD!**

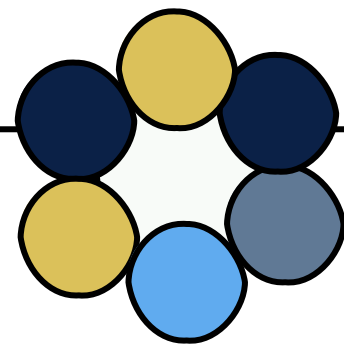
I am proud of every single child this week for the way they have settled back into school, the way they have welcomed new starters and for the enthusiasm they have shown towards their new learning. I am proud of all the staff, many of whom are new, but who have already gone above and beyond to make their classrooms hubs of excitement and curiosity.

I am proud of the feeling around Hoylandswaine, in the corridors, in the classrooms and out in the playground. Thank you to all parents for a warm welcome back this week in the playground.

Here is some key information for the coming weeks...

Contact us at: HPSOffice@hcacademytrust.education
chloe.redfearn@hcacademytrust.education





Class Timetables

Class 1

Hoylandswaine Primary School - Class 1 Timetable												
8.45 - 9.00	9.00 - 9.30	9.30 - 11:10	11:10-11:20	11:20- 11:45	11:45-12:00	12.00 - 12.55	12.55 - 13.00	13.00 - 13:25	13:25-14:30	14:30-14:40	14.40- 15:10	15.10 - 15.25
Registration & Dinners and handwriting practice	Phonics	Continuous provision (VIP time)	Tidy up time	Maths	Poetry basket	Lunch Time	Afternoon Registration	PPA PE	VIP time	Tidy up time	Phonics recap	Class Read
	Phonics	Continuous provision (VIP time)		Maths				Literacy			Phonics recap	Class Read
	Phonics	Continuous provision (VIP time)		Maths				Literacy			Phonics recap	Class Read
	Phonics	Continuous provision (VIP time)		Maths				Literacy			Phonics recap	Class Read
	Phonics	Continuous provision (VIP time)		Maths				Literacy			Phonics recap	Class Read
											Phonics recap	3.00pm-3.30- Assembly Swaine Star

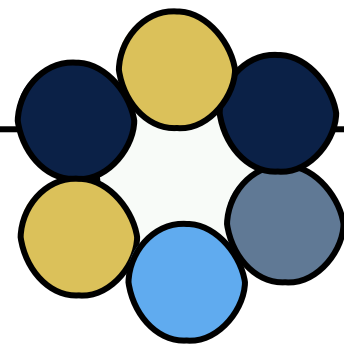
Class 2

Hoylandswaine Primary School - Class 2 Timetable											
8.45 - 9.00	9.00 - 9.30	9.30 - 10.30	10.30 - 10.45	10.45 - 12.00	12.00 - 12.55	12.55 - 13.00	13.00 - 14.00	14.00 - 14.15	14.15 - 15.00	15.00 - 15.15	
Registration & Dinners	Reading/Phonics	Writing	Morning Break	Maths	Lunch Time	Afternoon Registration	History	Afternoon Break	History	Picture News- British Values Assembly	
	Reading/Phonics	Writing (ECT Time)		Maths (ECT Time)			PPA-PD		PPA-PE	Class Read	
	Reading/Phonics	Writing		Maths			RE		Computing	Class Read	
	Reading/Phonics	Writing		Maths			Science		Music	Class Read	
	Reading/Phonics	Writing		Maths			History		History	Swaine Star- Assembly	

Class 3

Hoylandswaine Primary School - Class 3 Timetable												
8.45 - 9.00	9.00 - 9.30	9.30 - 10.30	10.30 - 10.45	10.45 - 12.00	12.00 - 12.55	12.55 - 13.00	13.00 - 14.00	14.00 - 14.15	14.15 - 15.00	15.00 - 15.15	15.00 - 15.15	
Registration & Dinners	Reading/Phonics	Writing	Morning Break	Maths	Lunch Time	Afternoon Registration	History	Afternoon Break	History	Assembly- British Values		
	Reading/Phonics	Writing		Maths			RE		Computing		Class Read	
	Reading/Phonics	Writing		Maths			PPA-PD		PPA-PE		Class Read	
	Reading/Phonics	Writing		Maths			Science		Music		Class Read	
	Reading/Phonics	Writing		Maths			History		MFL	Assembly-Swaine Star		





Class Timetables

Class 4

Hoylandswaine Primary School - Class 3 Timetable											
8.45 - 9.00	9.00 - 9.30	9.30 - 10.30	10.30 - 10.45	10.45 - 12.00	12.00 - 12.55	12.55 - 13.00	13.00 - 14.00	14.00 - 14.15	14.15 - 15.00	15.00 - 15.15	15.00 - 15.15
Registration & Dinners	Reading/Phonics	Writing	Morning Break	Maths	Lunch Time	Afternoon Registration	History	Afternoon Break	History	Assembly- Picture News British Values	
	Reading/Phonics	Writing		Maths			RE		Computing		Class Read
	Reading/Phonics	Writing		Maths			History		MFL		Class Read
	Reading/Phonics	Writing		Maths			Science		Music		Class Read
	Reading/Phonics	Writing (ECT Time)		Maths (ECT Time)			PPA-PD		PPA-PE	Assembly- Swaine Stars	

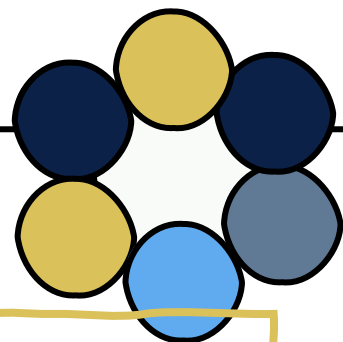
Class 5

Hoylandswaine Primary School - Class 3 Timetable											
8.45 - 9.00	9.00 - 9.30	9.30 - 10.30	10.30 - 10.45	10.45 - 12.00	12.00 - 12.55	12.55 - 13.00	13.00 - 14.00	14.00 - 14.15	14.15 - 15.00	15.00 - 15.15	15.00 - 15.15
Registration & Dinners	Reading/Phonics	Writing	Morning Break	Maths	Lunch Time	Afternoon Registration	History	Afternoon Break	History	Assembly-Picture News British Values	
	Reading/Phonics	Writing		Maths			RE		Computing		Class Read
	Reading/Phonics	Writing		Maths			Science		Music		Class Read
	Reading/Phonics	Writing		Maths			PPA-PD		PPA-PE		Class Read
	Reading/Phonics	Writing		Maths			History		MFL	Assembly-Swaine Star	

Please note PPA (teacher planning time) is covered by Miss Utley each week where PD and PE will be taught.

Change to weekly plans/timetables will at times happen and this will be communicated via class Dojo where possible in advance.





Curriculum Overviews

Core Curriculum: For literacy and maths we follow the HCAT year on a page see example below:

Autumn 1		Autumn 2		Spring 1	
1. Narrative		2. Persuasive – Formal / Informal		3. Non-Chronological Report	
Example Key Texts and Hooks: <i>Swallows, Viking Boy, Boy at the Back of the Class, Unspoken, Northern Lights, Boy in the striped pyj, The Tempest, The House with Chicken Legs, The Odyssey, The lost happy endings.</i>		Example Key Texts and Hooks: <i>Hidden Figures, Northern Lights, The High-Rise mystery, Children of the Benin Kingdom, House with Chicken Legs, Forbidden, The Hidden Forest, Can we save the tiger?</i>		Example Key Texts and Hooks: <i>Secrets of the Sea, Viking Boy, Curiosity, Links to curriculum, The Hidden Forest.</i>	
Example Mini Apply appropriate to text: <ul style="list-style-type: none">Setting descriptionCharacter descriptionDialogueSummary of eventsCharacter profile		Example Mini Apply appropriate to text: <ul style="list-style-type: none">Diary of characterFormal ReportSummary of main pointsVerbal debate		Example Mini Apply appropriate to text: <ul style="list-style-type: none">Information leaflet / Fact fileSummary of informationShort ReportList of rules	
Example Final Outcomes: <ul style="list-style-type: none">Alternative beginning/endingPowerful descriptionExtra chapterMonologueRecount		Example Final Outcomes: <ul style="list-style-type: none">Balanced ArgumentPersuasive advertisementFormal letterInformal letterPersuasive script for TV advert		Example Final Outcomes: <ul style="list-style-type: none">Travel logNon-chronological reportFact fileScript for an educational video	
HCAT Writing Curriculum Coverage		HCAT Writing Curriculum Coverage		HCAT Writing Curriculum Coverage	
Writing Composition <ul style="list-style-type: none">To discuss and develop ideas to plan, draft and redraft during writing.To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation.To describe characters, settings, and plot, with growing precision.To select appropriate vocabulary to suit or enhance the purpose of writing.To link ideas across paragraphs using adverbials of time, place, number, or tense choice.To organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs (joins between sections may need development; coverage within sections may vary)To evaluate own and others' writing; proofread, edit, and revise.		Writing Composition <ul style="list-style-type: none">To discuss and develop ideas to plan, draft and redraft during writing.To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation.To use different techniques to conclude work (e.g. opinion, summary, clear resolution)To use a range of devices to support the reader.To select appropriate vocabulary to suit or enhance the purpose of writing.To write to suit the purpose and with a growing awareness of audience, using appropriate features (humour or suspense)To evaluate own and others' writing; proofread, edit, and revise		Writing Composition <ul style="list-style-type: none">To discuss and develop ideas to plan, draft and redraft during writing.To analyse texts to identify text-specific features and the use of vocabulary, grammar, and punctuation.To use different techniques to conclude work (e.g. opinion, summary, clear resolution)To use a range of devices to support the reader.To select appropriate vocabulary to suit or enhance the purpose of writing.To write to suit the purpose and with a growing awareness of audience, using appropriate features (humour or suspense)To evaluate own and others' writing; proofread, edit, and revise	
Grammar <ul style="list-style-type: none">To use expanded noun phrases to convey complicated information concisely.To use more sophisticated conjunctions to extend sentences.To use verb form and tenses accurately (present, past, future, progressive, simple, perfect).To use adverbial and prepositional phrases to add detail.		Grammar <ul style="list-style-type: none">To use relative clauses beginning with who, which, where, whose, that.To indicate degrees of possibility by using adverbs (perhaps, surely) or modal verbs (might, should, will, must).To use expanded noun phrases to convey complicated information concisely.To use more sophisticated conjunctions to extend sentences and/or indicate formality (although, however, nevertheless, despite, contrary to, even though)To use verb form and tenses accurately (present, past, future, progressive, simple, perfect).		Grammar <ul style="list-style-type: none">To use relative clauses beginning with who, which, where, whose, that.To use expanded noun phrases to convey complicated information concisely.To use more sophisticated conjunctions to extend sentences and/or indicate formality (although, however, nevertheless, despite, contrary to, even though)To accurately identify all types of determiners (articles, quantifiers, demonstratives & possessives)To use adverbial and prepositional phrases to add detail.	
Punctuation <ul style="list-style-type: none">To use brackets, dashes, or commas to indicate parenthesis.To use commas to clarify meaning or avoid ambiguity.To use dashes to mark the boundaries between clauses.		Punctuation <ul style="list-style-type: none">To use commas to clarify meaning or avoid ambiguity.To begin to use semi-colons to mark the boundary between clauses.		Punctuation <ul style="list-style-type: none">To use brackets, dashes, or commas to indicate parenthesis.To use commas to clarify meaning or avoid ambiguity.To begin to use semi-colons to mark the boundary between clauses.To use dashes to mark the boundaries between clauses.	
Spelling <ul style="list-style-type: none">To use knowledge of morphology and etymology in spelling.To spell words that do not follow any pattern and just need to be learnt.To use a thesaurus to check the spelling and meaning of words.To use a thesaurus to find synonyms or alternative vocabulary.		Spelling <ul style="list-style-type: none">To use dictionaries to check the spelling and meaning of words.To use a thesaurus to find synonyms or alternative vocabulary.		Spelling <ul style="list-style-type: none">To use dictionaries to check the spelling and meaning of words.To use a thesaurus to find synonyms or alternative vocabulary.	
Handwriting <ul style="list-style-type: none">To make accurate choices about whether to join handwriting or print letters.To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).		Handwriting <ul style="list-style-type: none">To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).		Handwriting <ul style="list-style-type: none">To make accurate choices about whether to join handwriting or print letters.To produce fluent, legible handwriting. (Quality may not be maintained when writing at speed).	
Discretely taught links to GPS: <ul style="list-style-type: none">To identify a range of word types and grammatical structures (e.g. nouns, adjectives, adverbs, verbs, conjunctions, prepositions, phrases, and clauses).		Discretely taught links to GPS: <ul style="list-style-type: none">To identify relative pronouns.To identify relative clauses beginning with who, which, where, when, whose or thatTo identify types of determiners within sentences		Discretely taught links to GPS: <ul style="list-style-type: none">To identify relative pronouns.To identify relative clauses beginning with who, which, where, when, whose or that	

Wider Curriculum: All other subjects have a subject overview, these have all been shared on class dogs:

K Computing - Technology 1 around us.
Key Concept:

Vocabulary:
Technology, computer, mouse, trackpad, keyboard, screen, double-click, typing, edit, space bar, backspace, arrow keys.

Week 1:
LO: To know what technology is.
Key Knowledge: I know that technology is anything made by people to help us. I know that technology can be physical objects and electronic objects.

Week 2:
LO: To know and identify a computer and its main parts.
Key Knowledge: I know that in school we could use either desktop computers or laptops. I know that the main parts of a computer are a screen, keyboard, mouse and a base unit and on a laptop there is a screen, keyboard and a trackpad.

Week 3:
LO: To know how to use a mouse in different ways.
Key Knowledge: I know that if I double-click on a mouse I can open a program. I can use a trackpad to select items. I can use a trackpad to click and drag to create a picture.

Week 4:
LO: To know how to use a keyboard to type on a computer.
Key Knowledge: I know that a keyboard is used for writing on a computer. I know that a keyboard has letter keys, function keys, and a space bar. I can use the caps lock button to add capital letters.

Week 5:
LO: To know how a keyboard can edit text.
Key Knowledge: I know that the space bar is to add spaces between words. I know that the backspace button allows letters to be deleted. I know that the arrow keys allow me to move the text cursor so I can edit my text.

Week 6:
LO: To create rules for using technology responsibly.
Key Knowledge: I know that we need to play safe when using technology. I know that we need rules when using technology in school and at home.

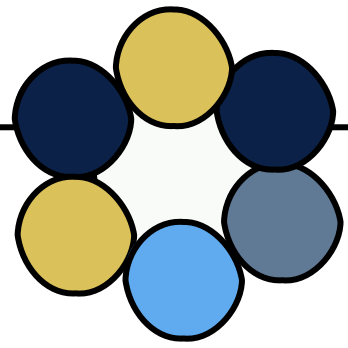
Outcome:
Create a poster using keyboard skills that have been taught. This will be about using technology safely at school.

UKS2 Cycle 1 Autumn term 1
Key Text:

Biology
Key concept:
Animals including humans

Curriculum Objectives & Key Knowledge
Week 1: I know how to identify and describe a life cycle for a mammal, an amphibian, an insect, and a bird. I know how to identify the differences in life cycles between different classification groups.
Week 2: I know how to compare the differences between the life cycles of a mammal, an amphibian, an insect, and a bird. I know how to identify the differences in life cycles between different classification groups.
Week 3: I know how to describe how animals reproduce. I know that to reproduce, animals need a male and female. I know that mammals and birds have babies. I know that some animals, such as chickens, fish, and snakes, lay eggs which contain their offspring. I know that other animals, grow their babies inside them until they are developed enough to be born.
Week 4: I know how to describe the human life cycle. I know that a foetus is when a baby is growing inside its mother's womb. I know that a baby is born after spending nine months inside the womb. I know that during childhood you learn to walk and talk. I know that during adolescence children become teenagers. I know that at adulthood your body is fully developed. I know that old age is the last stage in the life cycle.
Week 5: I know how to identify ways in which the human body changes as it ages. I know that most girls begin puberty between 8 and 14. I know that most boys begin puberty between 9 and 14. I know that the changes happen because of sex hormones produced by the testes in boys and ovaries in girls. I know some common changes that occur to both boys and girls: underarm hair grows, pubic hair grows, body hair gets stronger, emotional changes, growth rate increases. I know some changes that only happen to boys: voice breaks, testicles and penis get bigger, testes start to produce sperm cells, shoulders get wider, hair grows on face and chest. I know that some changes happen only to girls: breasts develop, ovaries start to release egg cells (the menstrual cycle starts) hips get wider.
Week 6 & 7: I know how to identify ways in which the human body changes as it ages. I know that most girls begin puberty between 8 and 14. I know that most boys begin puberty between 9 and 14. I know that the changes happen because of sex hormones produced by the testes in boys and ovaries in girls. I know some common changes that occur to both boys and girls: underarm hair grows, pubic hair grows, body hair gets stronger, emotional changes, growth rate increases. I know some changes that only happen to boys: voice breaks, testicles and penis get bigger, testes start to produce sperm cells, shoulders get wider, hair grows on face and chest. I know that some changes happen only to girls: breasts develop, ovaries start to release egg cells (the menstrual cycle starts) hips get wider.
Week 8: I know how to identify ways in which the human body changes as it ages. I know that most girls begin puberty between 8 and 14. I know that most boys begin puberty between 9 and 14. I know that the changes happen because of sex hormones produced by the testes in boys and ovaries in girls. I know some common changes that occur to both boys and girls: underarm hair grows, pubic hair grows, body hair gets stronger, emotional changes, growth rate increases. I know some changes that only happen to boys: voice breaks, testicles and penis get bigger, testes start to produce sperm cells, shoulders get wider, hair grows on face and chest. I know that some changes happen only to girls: breasts develop, ovaries start to release egg cells (the menstrual cycle starts) hips get wider.

Significant Person:
Maria Sibylla Merian



Subject Drivers in Autumn 1:



This half term, our subject driver will be History. Children will be studying a variety of fun, exciting topics.

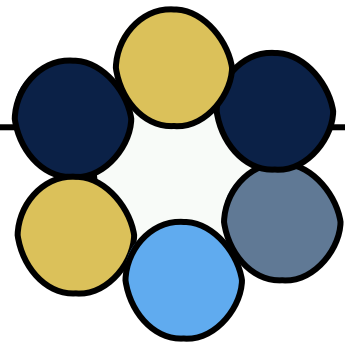
KS1: It's a hard knock life – *Focusing on Victorian Childhood*

LKS2: The Viking & Anglo-Saxon Struggle – *Vikings*

UKS2: World War 2

Across all areas of the History subject drivers for Autumn 1, the key historical enquiry and concept will be focusing on Society





Autumn 1 - Wider Curriculum

Religious Education:

In RE, this half term,
we will be looking at
Question 1:

"Why are some
words special?"

Science:

In science, the whole school is looking at
Animals including Humans.

Key Focus: Biology

Computing:

KS1: Technology Around Us

LKS2: Connecting Computers

UKS2: Sharing Information

Physical Education:

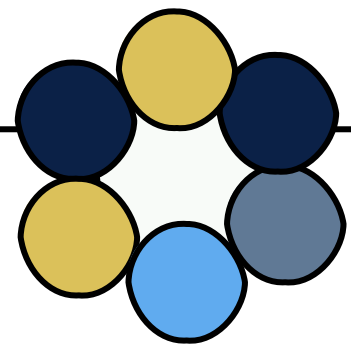
KS1:
Invasion Games:
Benchball

LKS2:
Invasion Games:
Netball

UKS2:
Invasion Games:
Handball

MFL - Spanish:

We are starting to use Primary Languages to
teach Spanish across KS2, with a focus on
'Welcome to School'



Homework: What to expect

All children in KS1 and KS2 will bring home a homework book on Friday 15th September. This is to be handed back to the class teacher every Thursday. Following feedback from parents in the Summer Term we have tried to provide a flexible approach to homework to suit all our families.

Non-negotiable homework each week the children will have spelling, reading and maths tasks which will be stuck in the homework book. These tasks are expected of all children as they will further support and consolidate the learning they do in school.

Optional homework tasks we will continue with the homework bingo card introduced which includes fun tasks linked to a range of learning areas. This lasts for the half term and children cross off the tasks they complete to earn a prize.



Hoylandswaine
Primary School

Summer Term 2 Homework
Class 4

Homework Bingo!

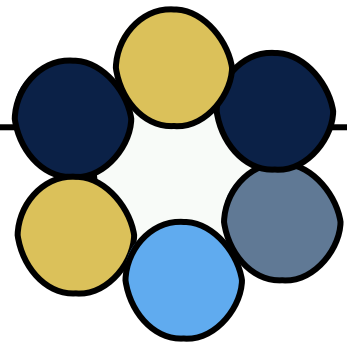
PD

Maths



History





What Apps do we use in school and at home?

Please note all logins will be sent home in homework books Friday 15th September

Children's learning can be uploaded for parents to see. Activities can be set to complete on Seesaw and children can log their reading on here.



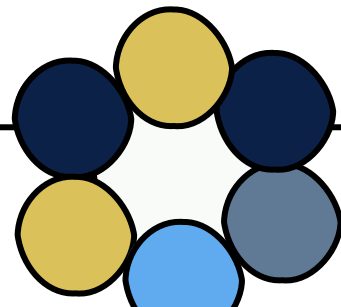
All children in KS1 and KS2 can access TTRs. In KS1 children are expected to know their 2s, 5s and 10x tables by the end of Y2.

Classes 3, 4, and 5 should practice a range of timetables. This is particularly important for Y4 who sit the Multiplication check in June.

Any children that are completing the Read, Read, Inc programme will be assigned books on Oxford Owl. These will match their learning in school. It is important children practise the sounds they are learning lots and re-read books to develop their fluency.



Alongside learning to read, developing a love of reading is important. Take time to read to your child and to encourage them to choose a range of books from different authors to find out what they really LOVE to read.



Key Dates:

NOTICE:

School is closed to all pupils on INSET days.

BARNESLEY METROPOLITAN BOROUGH COUNCIL

SCHOOL CALENDAR FOR THE 2023/24 ACADEMIC YEAR For community and voluntary controlled primary, secondary and special schools

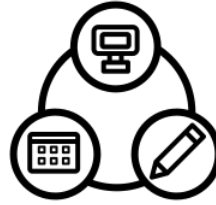
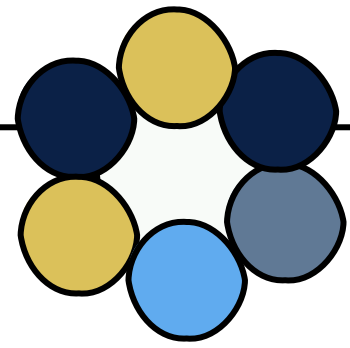
September (20 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October (17 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November (22 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
December (16 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	January (18 days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February (16 days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
March (16 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April (17 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	May (17 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
June (20 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July (16 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	August M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
 Denotes Bank Holidays	195 days – including 8 days to be taken as professional development days for teaching staff	
 Denotes School Holidays		

Inset Dates:

Monday 4th September 2023
Thursday 26th October 2023
Friday 27th October 2023
Monday 6th November 2023
Monday 8th April 2024
Friday 5th July 2024
Monday 22nd July 2024

School INSET days are made up of 5 school INSET days plus two trust INSET days.





After School Clubs:

Club Active:

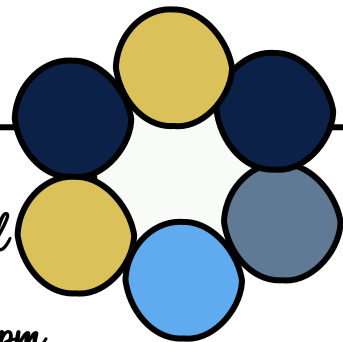
Monday - KS1 - 15:30 - 16:30 - Football
Tuesday - KS2 - 15:30 - 16:30 - Football
Wednesday - KS1 - 15:30 - 16:30 - Multi
Sports
Thursday - KS2 - 15:30 - 16:30 -
Gymnastics
Friday KS2 - 15:30 - 16:30 - Musical
Theatre Club

Mrs Utley's Clubs:

Tuesday - KS1 - 15:30 - 16:30 - Mrs
Utley's Owls Plus
Wednesday - KS2 - 15:30 - 16:30 - Mrs
Utley's Owls Plus
Thursday 3.30pm-4.00pm Y6 Booster
Club

**All clubs are running until the
October half term**





Parental Involvement - Please note the school

show around will take place on Tuesday 12th Sept 3.30pm & 5pm.

Phonics Workshop

This will be most useful for parents of Class 1 and 2, however anyone may attend.

Thursday 28th September
8.00am
Or
3.30pm

Maths Morning

Wednesday 25th October
9.00am-10.00am

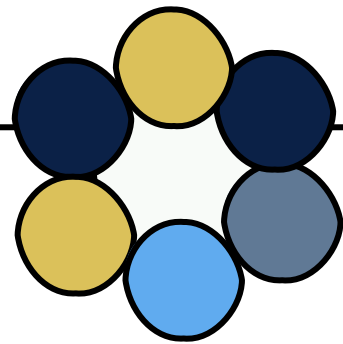
How to use the Apps we use in school

Monday 9th October
8.00am
Or
5.00pm

Book Look



After
October
half term



How do we celebrate our achievements at Hoylandswaine?

Swaine Star

These are for recognition by teachers for achievements that week.

Assembly and then hot chocolate and cake with Miss Redfearn



Postcards

These are sent out in the post to your house by Miss Redfearn. They are for demonstrating the school values: Respect, Kindness etc.



Attendance

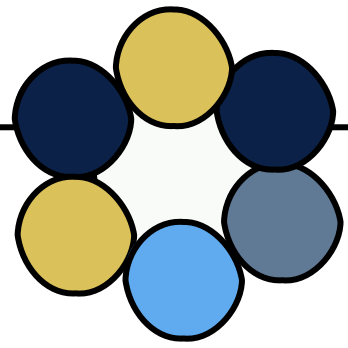
Each week the class with the best attendance goes into the wheel of fortune box, we will draw a winner at the end of every half term.



Dojo

Children can visit the prize cabinet as they reach the different milestones. Certificates are also given for this.





Other Messages

I would love to also celebrate our children's achievements and promote the school using other platforms such as 'X' (Twitter) so please can all parents complete the electronic form sent out via Arbor/Class Dojo to ensure we have up to date information for children, including permissions for social media.

Some trip information has been sent out recently. Please can parents sign up via Arbor if they would like children to attend. We are currently looking at the viability of the Y4 residential due to low pupil numbers. If any parents would like to speak to me regarding this, please do at school or via email.



THE HOYLANDSWAINE VALUES...

- ❖ HONEST
- ❖ ADAPTABLE
- ❖ RESPECTFUL
- ❖ FAIR
- ❖ PROFESSIONAL
- ❖ SUPPORTIVE
- ❖ TEAM PLAYERS
- ❖ POSITIVE ATTITUDE
- ❖ DEPENDABLE

And with no doubt...

CHILD CENTERED