

# Stokes Wood Primary School



Stokes Wood  
Primary School

*What we do today, matters tomorrow.*

## Parents' Handbook For Key Stage 2

### 2022/2023

Dear parents and pupils, welcome to our school and especially our Key Stage 2 classes.

**WHAT WE DO TODAY MATTERS TOMORROW**

**AIMING HIGH TOGETHER**

**BE INSPIRED**

**Mission Statement**

Stokes Wood Primary School will personalise the learning journey of each child, supporting them to develop as a confident, independent learner who will achieve challenging aspirations and contribute widely to the society of the future.

We will celebrate each child as the valued and unique individual that he or she is and educate them within a caring, safe and inspiring environment, where they learn to respect themselves and others and see themselves as a significant part of an effective team.

The partnership, voice and contributions of the wider Stokes Wood community is essential in securing children who will become well rounded, responsible, resilient, fulfilled and happy individuals.

## Things you might like to know

Information for parents of Key Stage 2 children in Years 3-6.

### School Sessions

**Morning**                    8.50am-12.15pm

Y5 and Y6 are encouraged to come into **class** from 8.30am onwards to read or ask for support in any specific learning.

**Morning Break**        15 minutes

**Afternoon**                1.15pm- 3.15pm

### Dropping off and collecting - for pupils in Key Stage 2 8.50am to 3.15pm (32.1 hours a week)

School starts at 8.50am. Y5 and Y6 pupils can come into class from 8.30am for support with learning. Other pupils should not be on the school grounds before 8.40am unless they are supervised by an adult. Children should be collected at 3.15pm. Y5 and Y6 pupils only may walk to and from school without an adult if parents have signed the letter to say so. Y3 and 4 pupils should not leave the school grounds without a responsible adult and should be collected from their classroom door.

**If your child is being collected by someone else, going home with a friend or any other different arrangement to**

normal, please give a note to your child's teacher in the morning or inform the office staff.

If you are delayed, due to circumstances beyond your control, your children will be waiting in the office area. If it is possible, please phone as the children can become worried.

### **Electric Gates**

The gates are closed and operated from the office via intercom.

There is no entry through the gates unless it is an emergency between 8.30 and 9.00am and 3pm and 3.30pm (Ambulance/fire/police) as this is when the children and their families are coming in and out of the school in high numbers. Please see risk assessments and other health and safety documents for other details about gate safety procedures.

The field gate is locked between 9.15am when all children should have arrived in school and 2.45pm when parents begin to arrive to pick up.

### **Attendance**

#### **Child absence**

Parents are reminded that they must phone, text or email on the morning of their child's first absence to inform the school why your child is absent. This is to safeguard your children. If the school does not receive this information, you will receive a text requesting it.

## This is a legal requirement

### Holiday absences

#### Term-time Absence

The Education (Penalty Notices) (England) (Amendment) Regulations 2012 came into force on 1st September 2012. **The fine is £60 per parent/carer per child if paid within 21 days of issue, increasing to £120 if paid between 21-28 days.**

**The policy agreed by the LA Attendance Strategy Group with regards to parents who repeatedly take their children on holidays, trips etc. without the head's agreement is that a parent is taken directly to court and no Penalty Notice is issued at the point of the 3rd unauthorised holiday for that child.**

The following is from advice from the Local Authority:

- Parents are required to complete a holiday request form. They are required to provide full details of their...
  - 1) intended destination and 2) reason for the trip
- Where we have reason to believe a child was absent and had been away/on holiday etc, where this information is from a third party (for example, from the child or other children in the class), we will write to parents to say that **we understand the child was on holiday etc, and therefore, they may be issued with a Penalty Notice (per parent for each child) or their case may be referred by the Local Authority directly to the Magistrates' Court.** (If parents

don't come back at this point to challenge the information and prove the child wasn't taken away, the letter sent will be used in evidence in court.)

The school's current target for pupil attendance is 96%, which is high and reflects the importance that the school and parents attach to regular attendance.

### **Request for absence for religious observance**

In line with DfE guidance, for all religious observance, it is expected that only one day is to be authorised for each religious celebration and then only where it falls on a school day. Parents should request this absence from the head teacher beforehand.

### **Water (Please bring in a named water bottle)**

Water is provided at school. Each class has its own routines for pupils who wish to drink water during the day. All pupils are encouraged to drink and remain well hydrated.

### **Medical Information**

Long-term medication for all children in need of it will be held by the class teacher and will be kept in a central place which will be clearly marked. **It would be best practice if a second medication is available at school for playtimes, lunchtimes**

**and PE.** Please ensure any medication is clearly marked with your child's name and clearly-written instructions.

It is your duty as parent/guardian to ensure that the medication is in date.

No medication can be allowed in school unless the appropriate form is completed and returned to school. Forms are available from the school office. Children requiring an epi-pen in school must have the relevant form completed by their GP. Please ask at the school office. (See Policy for Supporting Pupils with Medical Conditions and Administering Care and Medication to Children with Medical Needs).

Children who require a short course of medication, for example, antibiotics, will normally **remain at home** until the course is finished.

If it is felt by a medical practitioner that the child is fit enough to return to school, the dosage can be adjusted so that none is required at lunch time, or if this is not possible, a parent/carer may administer the lunchtime dose by arrangement with the head teacher. However, if the child is well enough to attend school, and a parent or carer cannot take either of these options, the head teacher, or deputy in her absence, or other nominated member of staff, will administer the medicine as long as there are fully written instructions and the medicine is in the original packaging. Antibiotics should be held securely in the school office on these occasions.

Over the counter medicines will only be administered according to the dosage recommended on the container or box. Wherever possible parents or carers should administer these over-the counter

medicines . Recent LA guidance states that: ‘A child under 16 should never be given aspirin or medicines containing ibuprofen unless prescribed by a doctor.’ The necessary forms should be completed by parents/carers as for prescribed medicines. If a doctor has advised ibuprofen but you have not been given a prescription, please ask for a signed note if you will need a member of staff to administer it.

### **Safeguarding and Child Protection**

Stokes Wood is committed to providing a safe and secure environment for children, staff and visitors, where all feel confident about their own safety or well-being of others.

Please note that all visitors to school must sign in at the main school office using an electronic sign in system. They will be provided with a badge which must be worn at all times whilst on the school site and they will also be asked to sign out upon leaving the school premises. This system ensures that children, staff and visitors are safeguarded. We would also ask you to report any suspicious circumstances to the school office immediately.

We believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. The Education Act 2002, Section 175, has placed a duty on the Governing Body with regard to safeguarding and promoting the welfare of children in school. The Governors recognise that all staff and volunteers have a full and active part to play in protecting pupils from harm.

We will therefore, refer to and/or consult the **Leicester City Children's Services' Duty and Assessment Service (DAS)** regarding any concerns about the safety and wellbeing of pupils in line with our school policy and procedures for safeguarding children, the Local Safeguarding Children Board Procedures and national guidance. A copy of **our Safeguarding and Child Protection Policy** can be found on the school's website.

For your information **Mrs Gadsby** is the Designated Safeguarding Lead (DSL) with regard to Child Protection, and **Miss Stone, Mr Brown, Mr Patel and Ela Sawicka** are the Deputy DSLs.

## School Dinners

We operate a canteen system for school dinners which offers a choice of two main courses and a vegetarian option. Children eat with their year group.

## Dinner Monies

Your child can have a school dinner or a healthy packed lunch can be sent to school. Please do not send cans or fizzy drinks. **If you think you may qualify for Free School Meals, please ask for a form at the school office, or apply online at:**  
<http://www.leicester.gov.uk/schools-and-learning/grants-and-allowances/free-school-meals/>

**Please apply even if you do not plan to use the free school meals as the school receives an extra £1320 for every pupil who is registered for free school meals!**

***We have a number of children who are severely allergic to nuts and for this reason we ask that no nuts or foods containing nuts are included in packed lunches.***

## Milk

Families who wish to purchase milk **MUST** order it and pay for it half a term in advance. This can be done online at:

<http://www.coolmilk.com/>

Unfortunately, milk is no longer available on a daily basis. Please ask at the office if you wish your child to have milk. Families eligible for free school meals do not have to pay for milk. These children will receive milk automatically.

Children can bring in their own fruit or a cereal bar for break time: **CRISPS, CRISP-LIKE SNACKS, BISCUITS AND CHOCOLATE ARE NOT ALLOWED AT BREAKTIME!**

### **Dinner money and other money**

Children should not bring any money into school and should certainly not leave it in pockets or in bags. **All payments to school should be made on line through your Tucasi SCOPAY account.** We are a cashless school generally. Cash may be required on charity days. **Any concerns about using Scopay or if you do not have or have forgotten your log in please contact the office.**

<https://www.scopay.com/login.html>

**Please remember that school events and trips cannot take place unless they are financially viable. This depends on parents/carers returning slips and paying voluntary contributions on line promptly.**

## School Uniform

Children look very smart in their school uniform.

Girls should wear a grey skirt/pinafore or grey/black trousers, white or light blue polo shirt, royal blue sweatshirt or cardigan, with or without school logo, **low-heeled sensibly-styled** shoes, white or grey socks or grey tights and a blue and white checked dress for summer.

Boys wear grey/black trousers, white or light blue polo shirt, royal blue sweatshirt, with or without logo, **sensibly-styled** shoes and grey socks.

Pupils will need plimsolls for indoor PE and if their shoes do become dirty.

Children with pierced ears should wear a small stud earring or a small sleeper which must be removed or covered for P.E. and swimming. We advise that children do not wear jewellery for health and safety reasons unless it is a religious requirement. **It would be helpful if parents remove earrings/studs on PE days or send in micropore tape to cover them. Thank you.**

**Trainers should only be worn for outdoor games or at break times, not all day.**

As the children wear similar clothes, **it is essential to label them with your child's name** as you purchase new items.

**PE Kit:** children are required to have black plimsolls, blue polo shirt (supplied and washed by the school) and navy or black shorts in a PE bag (**ALL CLEARLY NAMED PLEASE**).

**Games Kit:** as for PE with tracksuit/sweatshirt for cold weather and trainers (plimsolls not suitable for outdoor PE) (**ALL CLEARLY NAMED PLEASE**).

**Swimming (Year 5 and 6 only):** towel, swimming costume or trunks, swimming hat and suitable bag. Goggles may be worn with a permission letter.

School sweatshirts, cardigans and fleeces with the school logo may be purchased from school by ordering and paying on line through SCOPAY and then collected from the school office. Uniform without the school logo can be purchased from a range of supermarkets and other clothes outlets.

Boys and girls with long hair **MUST** tie it back to avoid hair hanging in the eyes/face of themselves or others. This also helps to prevent the spread of head lice.

### How to find lost possessions

We try to reunite children with named property but, as you would appreciate, we like to encourage the children to take personal responsibility. **All property should be clearly named.**

You will find lost property boxes in the storage shelves in the hall. Ask at the office if you need to look for an item.

## Seeing your child's teacher

There are parents' evenings in the autumn and spring terms and you will receive an invitation to attend several weeks before the dates. There is also an opportunity to discuss your child's end-of-year report if you feel this is necessary.

If you need to see the teacher for a substantial discussion outside these times, you can make an appointment at the office to see them, either before or after school. (Please bear in mind that it is difficult for the teachers to talk to you while they are supervising their class and when they are busy in the classroom preparing and assessing work.) An appointment is more preferable **or you can request a phone call from your child's class teacher.**

If you have a worry concerning your child that you feel has not been addressed satisfactorily, you can make an appointment to see Mrs Gadsby ( Head Teacher), Miss Stone (Deputy Head Teacher), Mr Brown or Mr Patel (Assistant Head Teachers), who will be pleased to help.

## The Curriculum

The Foundation subject curriculum has been reviewed. ICT skills are taught and used to enhance learning in all areas of the curriculum. Literacy and maths are taught discretely but are developed further within the foundation subjects such as History, Geography and RE etc. In maths, we will be covering the National Curriculum through the Maths No Problem! scheme of work and additional resources where appropriate.

More detailed information of the KS2 curriculum can be found on the school website.

<https://www.stokeswood.leicester.sch.uk/our-school/curriculum>

Below is an outline of the areas to be taught each term for 2022/23 in Year 3.

Year 3 are taught 6 units of work over the year.

Unit 1	Science: Rocks History: The Stone Age Re/PSHE: Light/friendships ICT: Touch typing/internet safety Art: Line drawings, texture and cave painting French: I am learning French (Early) DT: Textiles -making a tote bag PE: Invasion games – hockey/football Class reader: John Grant 'Little Nose' Writing: Narrative unit – the 'lost' tale, explanation texts Maths: Numbers to 1000, addition and subtraction facts, multiplication and division
Unit 2	Science: Light Geography: Climate RE/PSHE: Christianity/Anti-bullying Music: Charanga unit 'Let your spirit fly' PE: Invasion games – netball/basketball/handball Art: Polar sculptures Class reader: Storm by Kevin Crossley Holland Writing: Newspaper recounts, discussion text Maths: Further multiplication and division, length,
Unit 3	Science: Forces and magnets History: The Bronze and Iron Age RE/PSHE: Creation/being safe DT: Food technology baking project

	<p>ICT: Emailing/communication          French: Colours and Numbers          PE: Agility, balance and co-ordination Gymnastics          Art: Tie dye and fabric work          Class reader: Whizziwig by Maloire Blackman          Writing: Narrative - Creation myths, instructional text          Maths: Mass, Volume</p>
Unit 4	<p>Science: Amazing human bodies          Geography: UK coastlines, natural features.          RE/PSHE: Hinduism, internet safety and relationships          Music: Charanga Unit 'Three Little Birds'          PE: Forest school/ OAA          Art: digital skills on 'Paint'          Class reader: Ted Hughes 'The Iron Man'          Writing: Non-chronological report, recount (diary)          Maths: Money, Time</p>
Unit 5	<p>Science: Plants (growth, functions of parts)          History: History of railways, transport, local evidence          RE/PSHE: Values/mental well-being          ICT: Coding          Food technology: Fruit salad, seasonality and healthy eating          Art: Fabric work, sketching and painting linked to fruit ( still life)          French: Days of the week, animals          PE: Net and wall games Target games          Class reader: Michael Morpurgo 'The Fox and the Ghost King'          Writing: persuasive writing (speeches), play scripts          Maths: Picture graphs, bar charts, fractions</p>
Unit 6	<p>Science: Plants (reproduction and seed dispersal)          Geography: Capital cities, mapwork, land use          RE/PSHE: Judaism, families and people who care for me          Music: Charanga Unit 'The Dragon song'          PE: striking and fielding, athletics          DT: mechanical systems – levers and systems in a book with moving parts          Class reader: Cat Tales – Ice Cat Linda Newbury          Writing: Poetry, Narrative – the wishing tale/ the story of change/rags to riches          Maths: Angles, lines and shapes, perimeter</p>

Below is an outline of the areas to be taught each term for 2022/23 in Year 4.

Year 4 are taught 6 units of work over the year.

Unit 1	<p><b>Science:</b> Where does all the food go? The digestive system  <b>History:</b> Ancient Egypt  <b>Re/PSHE:</b> Christianity-neighbours/ Being safe  <b>Music:</b> Mama Mia (KE) Drumming (SM)  <b>ICT:</b> Coding  <b>Art:</b> Egyptian art. Printing  <b>PE:</b> Invasion games – hockey and football  <b>Class reader:</b> The Time Travelling Cat and the Egyptian Goddess. Julia Jarman  <b>Writing:</b> Fiction-traditional stories- Egyptian Cinderella. Non-fiction-non-chronological report.  <b>Maths:</b> Mastery approach using Maths No Problem - place value to 10,000, addition and subtraction within 10,000</p>
Unit 2	<p><b>Science:</b> Switched on. Electricity  <b>Geography:</b> Earthquakes and volcanoes  <b>DT:</b> Baking project  <b>RE/PSHE:</b> Sikhism/Anti-bullying  <b>Music:</b> Stop! Anti-bullying rap (KE) Drumming (SM)  <b>ICT:</b> Coding  <b>French:</b> Play time/My home  <b>PE:</b> Invasion games – netball/handball/basketball Tag games  <b>Art:</b> Volcanic art. Jackson Pollock  <b>Class reader:</b> Philip Pullman: The Firework maker’s daughter/ Escape from Pompeii  <b>Writing:</b> Non-fiction-recount/ explanatory texts  <b>Maths:</b> Mastery approach using Maths No Problem- multiplication and division, multiplying by 6, 7, 9, 11 and 12.</p>
Unit 3	<p><b>Science:</b> Living things and their habitats. Human impact  <b>History:</b> Roman Britain  <b>Music:</b> Blackbird (KE) Drumming (SM)  <b>RE/PSHE:</b> Celebrations/ friendships  <b>ICT:</b> Animation/internet search  <b>DT:</b> Electrical systems  <b>PE:</b> Invasion games/gymnastics  <b>Art:</b> 3D art inspired by Clarice Cliff  <b>Class reader:</b> Across the Roman Wall  <b>Writing:</b> Non-fiction-discussion texts  <b>Maths:</b> Mastery approach using Maths No Problem; further multiplication and division, decimals, fractions</p>
Unit 4	<p><b>Science:</b> States of matter  <b>Geography:</b> Rivers and the water cycle  <b>RE/PSHE:</b> New life/Working together using a positive mind-set  <b>Music:</b> Drumming (KE) Mama Mia! (SM)  <b>French:</b> My Town/describing people  <b>PE:</b> Forest school. LCFC – agility, balance and co-ordination  <b>DT:</b> Shell structures</p>

	<p><b>Class reader:</b> Treasure Island</p> <p><b>Writing:</b> Fiction-journey story. Non-fiction -persuasive letters</p> <p><b>Maths:</b> Mastery approach using Maths No Problem; problem-solving, mass, length and perimeter, volume, measuring heights and converting units of measurement.</p>
Unit 5	<p><b>Science:</b> Good vibrations. Sound</p> <p><b>History:</b> Romans part two. Journeys-transportation</p> <p><b>DT:</b> Food technology: cool creations</p> <p>Music: Drumming (KE) Anti-bullying rap (SM)</p> <p><b>RE/PSHE:</b> Who inspires me? Mental well being</p> <p><b>ICT:</b> Digital art/Film work</p> <p><b>Art:</b> Digital art- Faces</p> <p><b>PE:</b> Target games/ net and wall games</p> <p><b>Class reader:</b> The Falcon’s Malteser. Anthony Horowitz</p> <p><b>Writing:</b> Fiction-character flaw. Non-fiction-speech writing</p> <p><b>Maths:</b> Mastery approach using Maths No Problem; solving problems involving reading scales, money, time, mental maths, more statistics</p>
Unit 6	<p><b>Science:</b> Living things and their habitats. Our changing world. Animals, including humans. Who am I?</p> <p><b>Geography:</b> Local rivers</p> <p><b>RE/PSHE:</b> Islam/ Families and people who care for me</p> <p><b>Music:</b> Drumming (KE) Blackbird (SM)</p> <p><b>PE:</b> striking and fielding/athletics</p> <p><b>Art:</b> Landscapes and sketching</p> <p><b>Class reader:</b> Danny Champion of the World. Roald Dahl</p> <p><b>Writing:</b> Poetry, I wish. Non-fiction-instructional texts</p> <p><b>Maths:</b> Mastery approach using Maths No Problem; geometry, area, symmetry, position and movement.</p>

## Below is an outline of the areas to be taught each term for 2022/2023 in Year 5.

The children are taught 6 units over the year. Here is an outline of each unit.

Unit 1	<p>Science: Forces</p> <p>History: The Home Front/local history</p> <p>RE/PSHE: Judaism and Friendships</p> <p>PE: Invasion games – football and hockey</p> <p>Art: Henry Moore – sketching and sculpture</p> <p>ICT: Creating digital images/moving points</p> <p>Music: Charanga Unit based on the song ‘Make You Feel my Love’</p> <p>Class reader: Kensuke’s Kingdom</p> <p>Further reading: suspense stories/extracts</p> <p>Writing: Narrative writing - creating suspense in narrative/discussion texts</p> <p>Maths: Numbers to 1 000 000 (reading, writing and comparing numbers, number patterns, rounding numbers), Addition and subtraction, Roman Numerals</p>
Unit 2	<p>Science: Living things and their habitats</p> <p>Geography: Europe – a study of the Alpine region</p>

	<p>RE/PSHE: Justice and poverty...can religion help to make the world a fairer place?  Anti-bullying  French: On holiday/Eating out  ICT: Responsible and appropriate use online/designing a video game  PE: tag games/netball, handball, basketball  Design technology: Mechanical systems – How will your beast open its mouth?  Art: Mountain landscapes: pastels and perspective, printing  Class Reader: Rudyard Kipling – Just So stories  Further reading: non-fiction extracts from explanatory and persuasive texts  Writing: explanatory and persuasive texts  Maths: multiplication and division, word problems</p>
Unit 3	<p>Science: Properties and changes of materials  History: The Anglo-Saxons  RE/PSHE: Christianity/Being safe  Music: Charanga Unit – The Fresh Prince of Bel Air  Art: Using black and white  Food technology: Baking project – pizza with yeast dough  Class Reader: A Tale Dark and Grimm  Further reading: Beowulf by Kevin Crossley-Holland, The Highwayman by Arthur Noyes  Writing: character perspective, recounts (newspaper reports)  PE: Forest Schools/OAA, gymnastics  Maths: Graphs, Fractions</p>
Unit 4	<p>Science: Properties and changes of materials (mixtures)  Geography: Changes in our local environment  RE/PSHE: Morals/Rights, rules and responsibilities  ICT: Coding  Art: Still life, light and painting skills  French: Hobbies/A school trip  Reading: Prediction skills, inference  Class Reader: Viking Myths and Legends  Further reading: MacBeth  Writing: letters, diaries, news scripts  PE: Striking and Fielding/Athletics (ES/NR) Swimming (NC class)  Maths: Decimals, percentages</p>
Unit 5	<p>Science: Earth and Space  History: The Vikings  RE/PSHE: Marriage/mental well-being (identity)  Art: Textiles  Food technology: Hummus, seasonality and healthy eating  Music: Charanga Unit – Dancing in the Street  PE: Swimming (ES class) Target games/Net and wall games (NC/AN)  Class reader: Odd and the Frost Giants by Neil Gaiman  Further reading: performance poetry Dean Atta and Robert Seatter  Writing: Narrative writing – creating a Viking myth (overcoming the monster), biographies, performance poems  Maths: Geometry, position and movement</p>
Unit 6	<p>Science: Reproduction in plants and animals  RE/PSHE: Hinduism/ Families and people who care for me (plus my emotions)  Geography – Journeys – Where do my school uniform and lunch come from?  PE: Target games, net and wall games (ES), Athletics/Striking and fielding (NC)</p>

	Swimming (AN) ICT: Databases French: Seasons/The environment Art: Flowers in acrylics and sculpture Class Reader: Mitch Johnson 'Kick' Further reading: The Lost boy (digital text) Writing: Speech writing, journey story Maths: measurement, area and perimeter, volume
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## Below is an outline of the areas to be taught each term for 2022/23 in Year 6.

Year 6 are taught 6 units of work over the year.

Unit 1	Science: Living things and their habitats (classification) Geography: The Amazon RE/PSHE: Reflecting on religious wisdom / Friendships Art: Illustrators, silhouettes ICT: Creating and editing digital images Music: Charanga Unit 'Happy' PE: Invasion games – hockey, netball, handball, basketball; swimming (first Year 6 class Mr Patel) Reading: Understanding words in context, retrieval skills Class Reader: Patrick Ness 'A Monster Calls' Writing: Narrative unit – Overcoming the Monster, non-chronological reports Maths: Maths Mastery Approach using 'Maths No Problem'
Unit 2	Science: Evolution and inheritance History: The Mayan Civilization RE/PSHE: What happens when we die?/Anti-bullying French: Actions/Chez Moi PE: Outdoor Adventure Activities, outwitting an opponent (Tag games); swimming (second Year 6 class Mr Smith) Food technology: Baking project – fish cakes ICT: spreadsheets Art: Clay work Reading: Understanding choice of words and phrases, summary Class reader: Sir Arthur Conan Doyle 'The Lost World' Writing: Biography, explanation Maths: Maths Mastery Approach using 'Maths No Problem'
Unit 3	Science: The circulatory system Geography: Global warming and climate change RE/PSHE: Temptation/economic well-being Music: Charanga Unit 'Music and identity' Art/ICT: Digital imagery – Climate change posters/ repeated patterns influenced by Andy Warhol PE: Gymnastics, FLAG; swimming (third Year 6 class, Mr Bradshaw) Reading: inference skills, comparisons Class reader: Zillah Bethell 'The Extraordinary Colours of Auden Dare' Writing: Discussion, adverts Maths: Maths Mastery Approach using 'Maths No Problem'

Unit 4	<p>Science: Light  History: The Ancient Greeks  RE/PSHE: Islam/Internet safety and relationships  French: Le Weekend  Food technology: Fruit smoothie, seasonality and healthy eating  Art: Printing  PE: Gymnastics/Invasion games  Reading: Prediction, inference  Class reader: John Boyne - The Boy in the Striped Pyjamas  Writing: Recounts from a variety of viewpoints  Maths: Maths Mastery Approach using 'Maths No Problem'</p>
Unit 5	<p>Geography: Our world in the future  ICT: Networks  RE/PSHE: What will make our city a more respectful place?/Mental well-being  DT: Bird boxes  Art: Buildings and perspective, textiles  PE: net and wall games, Target games: golf, Boccia NAK  <i>Other curriculum time used for revision of key skills in maths and literacy</i></p>
Unit 6	<p>Science: electricity  ICT: Coding  History: Journeys  RE/PSHE: Buddhism/transition and puberty  Art: drawing skills – animal forms and perspective  French: The future/jobs  PE: Athletics, striking and fielding  DT: designing a junk journal, building electrical buggies  Literacy: performance of leavers' play  Transition visits  <i>Other curriculum time used for revision of key skills in maths and literacy</i></p>

## How you can help at school

We will always welcome willing volunteers to help at school. If you are able to make a regular commitment, your help will be appreciated. Please leave your details at the school office. You will be required to undertake a full DBS check.

## School Bags

Pupils need a sensible school bag for carrying homework and school letters to and from school. Reading bags are ideal and can be purchased from the school office.

When class teachers decide pupils are ready to begin writing with a pen, a school handwriting pen will be issued.

## Homework

Homework routines and procedures vary from year group to year group. The Homework Policy is available on the school website or as a paper copy from the school office. If you wish to make a comment about homework, there will be an opportunity through the parent survey.

**We recommend that children read at least 3-5 times a week with an adult. The library system allows us to track how much children are reading at home and at school so that we can inform parents if we think a child should be reading more to make the expected progress.**

### Year 3: 1.5 hours per week

There will be weekly spelling and maths homework. *This will be through email but you can request a paper copy.*

Children will occasionally be asked to complete preparatory activities (such as speaking and listening tasks, or research) which will be continued in class in the following days.

### Year 4: 1.5 hours per week

There will be weekly spelling and times tables homework. *This will be through email but you can request a paper copy.*

We recommend that all **Year 3 and 4** children read to an adult each day for at least 5 minutes and independently for 15 minutes, however competent the reader. Children will read a book that they will have selected from the library and they will take a book quiz ('Star reader test') once they have read the book.

These tests help to make sure that your child has read and understood the book and they allow us to check that they are reading and selecting books from the correct book band.

## **Maths**

In the period up to Christmas, your child will be learning how to tackle a 'weekly skills' sheet. Pupils will work through the answers to the questions with their class teacher. Please be aware that your child will not understand all the work immediately. We visit key concepts on a regular basis so children can be prepared for new concepts and revise work already covered as the year goes on.

## **Year 5: 30 mins a day**

**Reading:** Children will bring home a book from their class library connected to topics covered or a book from the school library based on personal choice. Parents should be aware that children working at the expected standard should be bringing home books graded between 5.1 and 5.9. However, at the beginning of the school year, your child could be in a lower banding, dependent upon their ability. Children will take quizzes on their home reading books. Please monitor your child's reading at home. You will receive a computer generated report of your child's performance at the end of each units which will show their quiz results and the amount of time they have spent reading at home.

## **Spelling**

Your child will be tested on 10 spellings a week. The spelling lists will be given in 6 week blocks. *This will be through email but you can request a paper copy.*

## **Maths**

In the period up to Christmas, your child will be learning how to tackle a 'weekly skills' sheet. An explanation sheet is provided weekly to show you how to support your child to understand their year group curriculum. Please be aware that your child will not understand all the work immediately. We visit key concepts on a regular basis so children can be prepared for new concepts and revise work already covered as the year goes on.

## **Year 6**

Children must read as often as possible at home. At this older age, many children prefer to read independently, but we would expect parents to monitor that home-reading is actually happening, just as we monitor it at school. Children need to read the book they have selected from the school library. The bulk of personal reading should be done at home. To achieve the expected standard in line with the National Curriculum, children should be reading age-related texts, so Year 6 pupils should be reading books with an orange sticker or dots.

Children will receive a list of spelling words that needs to be learned each week. Twenty spellings will be tested each

Friday. To learn the meanings of the words, and use them correctly grammatically, pupils will be expected to write a short story incorporating some of those words.

Children will bring home their maths weekly skills test, with answers, so they can go through, with someone at home, the areas they are finding difficult.

*Children will take home paper copies of all the homework each Friday to be returned by the following Thursday.* Other homework may also be given where relevant and where it is of interest to the children, particularly as we near the SATs in the summer term.

### **Outline of School Trips/Visits**

Each class will have at least one trip a year, which, whenever possible, will be linked to a current topic. In addition, pupils may experience visiting theatre companies, science shows and various musical groups.

**To make school trips and visits possible, they have to be financially viable, so we do ask that all parents make a voluntary contribution through online payment towards the cost of the activity when requested and in plenty of time.**

### **Assemblies**

Assembly time is used for collective worship and to encourage social and emotional aspects of learning, school and British Values and the 6Rs. Assembly time is also used to share and celebrate success, special occasions and achievements - the presentation of certificates and awards.

Parents are invited into school on regular occasions to share assemblies and other special performances and celebrations. You are very welcome to attend at any time.

Thank you for taking the time to read this booklet. If you can think of something that would be useful to include, please let us know so we can consider it for the next edition!

Further information can be found in the school prospectus, on the school website and outdoor screens. It will also be sent to you in newsletters and notices during the year.

## School Policies

All school policies and other information can be viewed on the school website at:

[www.stokeswood.leicester.sch.uk](http://www.stokeswood.leicester.sch.uk)

Policies are also available from the school office.



### **Parent's Fact Sheet: Advice for you and your children when online.**

Know what your children are doing online and who they are talking to. Ask them to teach you to use any applications you have never used. Keeping the computer in a family room means that you can share your child's online experience – and that they are less likely to act inappropriately (for example, via webcam).

Help your children to understand that they should never give out personal details to online friends – personal information includes their messenger ID, email address, mobile number and any pictures of themselves, their family or friends. If your child publishes a picture or video online, anyone can change it or share it. Remind them that anyone may be looking at their images and one day a future employer could!

If your child receives spam/junk email and texts, remind them never to believe them, reply to them or use them. It's not a good idea for your child to open files that are from people they don't know. They won't know what they contain – it could be a virus, or worse – an inappropriate image or film. Help your child to understand that some people lie online and therefore it is better to keep online mates online.

They should never meet up with any strangers without an adult they trust.

Always keep communication open for a child to know that it's never too late to tell someone if something makes them feel uncomfortable.

Teach young people how to block someone online and how to report them if they feel uncomfortable.

### Useful websites:

[www.ceop.gov.uk](http://www.ceop.gov.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.getnetwise.org](http://www.getnetwise.org)

### Mobile Phones

These are not allowed in school. If it is absolutely necessary that your child must bring a phone into school, you will need to write to the head teacher, explaining the reason and the phone must be left in the school office during school hours.

The online world is posing an ever-increasing risk to children and it is important that schools, parents and carers work together to take an active role in teaching children about online dangers. Learning how to act safely when using the internet is an incredibly important part of safeguarding our children.

We are therefore delighted to announce that **Stokes Wood Primary School** have shown our commitment to protecting our pupils online by working with National Online Safety- providing resources for all parents and carers.

The resources include Parents' and Carers' courses (presented by Myleene Klass), online video resources and weekly guides covering a huge range of topics, including:

- Online Relationships
- Fake Profiles & Social Bots
- Online Bullying
- Live Streaming
- Online Identity
- Screen Addiction
- Online Challenges
- Overspending
- Social Media Platforms
- Online Gambling
- Age Inappropriate Content
- Copyright & Ownership
- Hacking
- Fake News
- Online Fraud
- Online Reputation
- Personal Data
- Targeted Adverts & Pop-Ups
- The Dark Web
- Games & Trends

To create your account, please follow <https://nationalonlinesafety.com/enrol/stokes-wood-primary-school> and complete your details. When you're set up, you'll be able to set 'Parent/Carer' as your user type.

You can access National Online Safety online via any device- including via the brand-new smartphone app. To download the app, please go to:

<https://apps.apple.com/gb/app/national-online-safety/id1530342372>

<https://play.google.com/store/apps/details?id=uk.co.nationaleducationgroup.nos>

Alternatively, search for 'National Online Safety' in the App Store/Google Play Store.

Answers to frequently asked questions and customer service can be accessed at <https://helpdesk.thenationalcollege.co.uk/helpcentre>.

## **Parental Responsibility**

If you have parental responsibility for your child, but live apart from each other, you are still entitled to information about their progress and participation in events at school. If you would like to receive a copy of their annual report, copies of school photos or information on assemblies and exhibitions, please e-mail:

[office@stokeswood.leicester.sch.uk](mailto:office@stokeswood.leicester.sch.uk)

Wishing both you and your child a happy and successful year,  
The Key Stage 2 staff