

Stokes Wood Primary School



Stokes Wood
Primary School

What we do today, matters tomorrow.

Parents' Handbook For Key Stage 2

2024/2025

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 Year 5 8.50am-12.15pm
 Year 6 8.50-12.00pm

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

Y4 are encouraged to come to class from 8.40am so that they are organised and ready to start their learning at 8.50am

Morning Break 15 minutes

Afternoon

Years 3,4 and 5 1.15pm- 3.20pm
 Year 6 1pm- 3.20pm

Dropping off and collecting - for pupils in Key Stage 2
8.50am to 3.20pm (32.5 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 **3.20pm**. 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 will no longer be in use for safeguarding reasons. This is at the advice of the Local Authority that schools should only have one point of entry and that it should be monitored.

Attendance (Please see the Attendance Policy on the Policies tab of the School Website)

The school has a major role in monitoring levels of attendance and in creating the appropriate climate in the school to foster regular attendance. We take our responsibilities seriously and carefully record all absences. There is a reward system for pupils who have 100% attendance for each term.

Absences

Parents are asked to notify the school **on the first day of any absence**, either by personal call, text, e-mail, by telephone message or by sending a note with another child. If the school has not been notified of an absence, the school office, will telephone or text you to reassure the school that your child is safe with a responsible adult.

The new regulations state that if the school is **not** informed by the parents of visits to the doctor, dentist, illness, etc. **then these absences automatically become unauthorised**. It is therefore essential that any reasons for absence (even short absences) be given to the staff in the office. Under the Education Act 1992, records have to be kept on unauthorised absences and published in the school prospectus.

Late Arrival

Please ensure that your child arrives in good time for school. Poor attendance and lateness disrupt the education of the individual and other members of the class.

Children arriving late must enter the school through reception.

The school has a 'Signing in/out' electronic inventory to record children arriving late or leaving early. This also ensures an accurate record in case of fire or other emergencies on the premises. The adult bringing or collecting children must sign the children in and out.

Term Time Absence

The law entitles every child of compulsory school age to an efficient, full-time education and parents have an additional legal duty to ensure their child attends that school regularly. This means your child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend. School attendance is a key indicator for pupil attainment, wellbeing and future life chances.

The Department for Education (DfE) has announced a number of changes to the law relating to pupil attendance, new regulations can be found in [Working together to improve school attendance](#). These changes come into effect on 19th August 2024.

Applications for leave of absence guidelines

Stokes Wood Primary School is very reluctant for a pupil to miss any part of their education.

1. In line with the Government guidance, the school management and its governors are unable to authorise any term time absence, unless our view is that there are **exceptional circumstances**. **Please note holidays taken in term time will NOT be authorised.**
2. If permission is granted, photocopies of airline or travel tickets will be required by the school office **before** you travel. If your request has been agreed, failure to provide this information will mean that the request is no longer agreed, and your child's absence will be classed as unauthorised.
3. We may also request copies of other travel related documents from you. We will advise you if this is the case. Where we do not receive copies of documents requested, this is likely to mean that we will not authorise some or all of any absence your child has in relation to this request.

4. If permission is granted, pupils must ensure that they are up to date with their schoolwork before they leave and in addition, it will be parents'/carers' responsibility to ensure that their son/daughter makes up any missed work in his/her **own time** upon return.
5. **The decision made by the school is final.**

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 (e.g. 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.)

For unauthorised absence from August 2024:

Penalty Notices are fines of £160 per parent per child (discounted to £80 if paid within 21 days). If there is occasion to issue a second Penalty Notice for unauthorised leave of absence within a rolling 3 year period, it will be issued at the higher rate of £160 per parent per child, with no opportunity to pay at the lower level. A Penalty Notice cannot be issued if there is a third occasion of unauthorised leave of absence in the rolling 3 year period and it is highly likely that the local authority will take direct prosecution action in the Magistrates' Court which can result in you receiving a criminal conviction. Please also be aware that any cases of extended periods of unauthorised absence, linked to holidays or trips away, are highly likely to result in prosecution action by the local authority.

Appendix 3 - Circumstances for Issuing a Penalty Notice

With the introduction of the new National Framework for Penalty Notices, here is the new guidance for the for Penalty Notice fines issued for unauthorised absence.

Per Parent, Per Child

- Penalty Notice fines will be issued to each parent, for each child who was absent.
- For example: 3 siblings absent for term time leave will result in each parent receiving 3 separate fines.

5 Consecutive Days Leave during Term Time

- Penalty Notice fines will be issued for term time leave of **5 or more** consecutive days
- Penalty Notices can be issued for fewer days if 5 consecutive days has happened before

10 sessions of Unauthorised Absence in a 10-week period

- Penalty Notice fines will be considered when there have been **10 sessions** of absence **in a 10-week period.**

First Offence

- The first time a Penalty Notice is issued for Term Time Leave or irregular attendance the amount will be: £160 per parent, per child when paid within 28 days.
- Reduced to £80 per parent, per child if paid within 21 days.

Second Offence (within 3 years)

- The second time a Penalty Notice is issued for Term Time Leave or irregular attendance the amount will be: £160 per parent, per child when paid within 28 days.
- No option to pay at £80 level

Third Offence and Any Further Offences (within 3 years)

- The third time an offence is committed for Term Time Leave or irregular attendance a Penalty Notice will not be issued.
- The case will proceed to the Magistrates' court. Magistrate's fines can be up to £2,500 per parent, per child.
- Cases found guilty in Magistrates' Court can show on the parent's future DBS certificate and may impact on job applications and travel abroad.

Court prosecutions:

- Penalty Notices will not automatically be issued.
- Parents are advised that where the LA considers that a Penalty Notice is not appropriate due to the level of concern about a child's absence, prosecution action may be taken.

Ultimately, as parents and teachers, we all want the best for our children. At Stokes Wood Primary School we place the pupils at the heart of everything we do. Please help us to do our very best for them by ensuring they come to school each day. Thank you for your ongoing support.

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, Miss Williams, Ela Sawicka, Miss Bramley and Mrs Hardyman** 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. Click on the link for some creative healthy packed lunch ideas.

[Lunchbox ideas and recipes – Healthier Families - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Please do not send cans or fizzy drinks or any foods containing nuts. 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 **£1450 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.

Stokes Wood uniform is as follows:

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

Trainers should only be worn for outdoor games.

School sweatshirts, cardigans and fleeces with the school logo may be purchased from school. Order and pay on line using SCOPAY and collect from the office.

Uniform without the school logo can be purchased from a range of supermarkets and other clothing outlets.

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.**

SMART WATCHES ARE NOT ALLOWED IN SCHOOL.

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.

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 Williams (Assistant Head Teacher), Mrs Ciftci (Assistant Head Teacher), and Ela Sawicka (Pastoral team) 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 2024/25 in Year 3.

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

Unit 1	<p>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) PE: Invasion games Class reader: Leon and the Place Between Writing: Non- fiction – instructional writing Narrative – Portal story based on The Stone Age Boy Maths: Numbers to 1000, addition and subtraction facts, multiplication and division</p>
Unit 2	<p>Science: Light Geography: Climate RE/PSHE: Christianity/Anti-bullying Music: Charanga unit – developing notation skills PE: Invasion games gymnastics Art: Polar art Class reader: Storm Writing: Non chronological report and persuasive text Maths: Further multiplication and division, length,</p>
Unit 3	<p>Science: Forces and magnets History: The Bronze and Iron Age RE/PSHE: Creation/ Staying Safe DT: Pneumatic toys and Mechanical systems ICT: Emailing/communication French: Colours and Numbers PE: Dance; sending and receiving Art: Faberge eggs/ collage Class reader: Hope on a rope, African creation myth Writing: Narrative - Creation myths, explanation text Maths: Mass, Volume</p>
Unit 4	<p>Science: Amazing human bodies Geography: UK coastlines, natural features. RE/PSHE: Hinduism/ Internet Safety and Relationships</p>

	<p>Music: Charanga unit - Composing using your imagination</p> <p>PE: OAA Target games</p> <p>Art: Digital skills on 'Paint'</p> <p>Class reader: Ted Hughes 'The Iron Man'</p> <p>Writing: Non-chronological report, recount (diary)</p> <p>Maths: Money, Time</p>
Unit 5	<p>Science: Plants (growth, functions of parts)</p> <p>History: History of railways, transport, local evidence</p> <p>RE/PSHE: Values/Mental well-being</p> <p>ICT: Coding</p> <p>Food technology: Fruit salad, seasonality and healthy eating</p> <p>Art: sketching and painting linked to fruit (still life)</p> <p>DT: Cross stitching</p> <p>French: Days of the week, animals</p> <p>PE: Athletics; Sending and receiving using implements</p> <p>Class reader: Railway children</p> <p>Writing: Discussion text and Narrative bravery story</p> <p>Maths: Picture graphs, bar charts, fractions</p>
Unit 6	<p>Science: Plants (reproduction and seed dispersal)</p> <p>Geography: Capital cities, mapwork, land use</p> <p>RE/PSHE: Judaism/ Families and people who care for me</p> <p>Music: Charanga Unit – Learning more about musical styles</p> <p>PE: striking and fielding, net and wall</p> <p>Art: Water colour techniques</p> <p>DT: Eating seasonally</p> <p>Class reader: Fantastic Mr Fox- the Play</p> <p>Writing: News report Narrative – the wishing tale/ the story of change/rags to riches</p> <p>Maths: Angles, lines and shapes, perimeter</p>

Below is an outline of the areas to be taught each term for 2024/25 in Year 4.

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

Unit 1	<p>Science: States of matter History: Ancient Egypt RE/PSHE: Christianity-neighbours/ Friendship Music. Combining elements to make music (KE) Drumming (SM) ICT: Coding Art: Egyptian art. DT: Pavilions (structures) PE: Invasion games, sending and receiving Class reader: Varjak Paw. S.F Said Writing: Fiction-traditional stories- Egyptian Cinderella. Non-fiction-non-chronological report. Maths: Mastery approach using Maths No Problem - place value to 10,000, addition and subtraction within 10,000</p>
Unit 2	<p>Science: Electricity-circuits Geography: Earthquakes and volcanoes DT: Baking project RE/PSHE: Sikhism/Anti-bullying Music: Developing pulse and groove through improvisation (KE) Drumming (SM) ICT: Coding French: Je me Presente PE: OAA, Tag games Art: Drawing skills Friedman Class reader: Philip Pullman: The Firework maker's daughter/ Escape from Pompeii Writing: Non-fiction-recount/ explanatory texts Maths: Mastery approach using Maths No Problem- multiplication and division, multiplying by 6, 7, 9, 11 and 12.</p>
Unit 3	<p>Science: Human impact on the environment History: Roman Britain Music: Connecting notes and feelings (KE) Drumming (SM) RE/PSHE: Celebrations/ Staying Safe ICT: Animation/internet search PE: Agility, balance, co-ordination, gymnastics Art: Clay work Class reader: The Dinosaur's Diary. Julia Donaldson Writing: Non-fiction-discussion texts Maths: Mastery approach using Maths No Problem; further multiplication and division, decimals, fractions</p>
Unit 4	<p>Science: Digestion and food chains Geography: Rivers and the water cycle RE/PSHE: New life/Working together using a positive mind-set Music: Combining elements to make music (SM) Drumming (KE) French: Les Fruits PE: Dance, sending and receiving DT: Torches. Electrical systems. Class reader: The Wind in the Willows. K.Grahame, retold N. Singer</p>

	<p>Writing: Fiction-journey story. Non-fiction -persuasive letters</p> <p>Maths: Mastery approach using Maths No Problem; problem-solving, mass, length and perimeter, volume, measuring heights and converting units of measurement.</p>
Unit 5	<p>Science: Sound</p> <p>History: Romans part two. Journeys-transportation</p> <p>DT: Food technology: cool creations</p> <p>Music: Developing pulse and groove through improvisation (SM) Drumming (KE)</p> <p>RE/PSHE: Who inspires me? Mental well being</p> <p>ICT: Digital art/Film work</p> <p>Art: Collage</p> <p>PE: Target games, athletics</p> <p>Class reader: Danny The Champion of the World Roald Dahl</p> <p>Writing: Fiction-character flaw. Non-fiction-speech writing</p> <p>Maths: Mastery approach using Maths No Problem; solving problems involving reading scales, money, time, mental maths, more statistics</p>
Unit 6	<p>Science: Classification of plants and animals</p> <p>Geography: Local rivers</p> <p>RE/PSHE: Islam/ Families and people who care for me</p> <p>Music: Connecting notes and feelings .Drumming</p> <p>French: La Famille</p> <p>PE: striking and fielding, net and wall</p> <p>DT: Adapting a recipe. Biscuits.</p> <p>Class reader: Stitch Head Guy Bass</p> <p>Writing: Warning story. Non-fiction-instructional texts</p> <p>Maths: 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 2024/2025 in Year 5.

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

Unit 1	<p>Science: Forces and mechanisms</p> <p>History: The Home Front/local history</p> <p>RE/PSHE: Judaism and Friendships</p> <p>PE: Invasion games, net and wall</p> <p>Art: Figures from the Underground (Henry Moore: drawing skills)</p> <p>ICT: Moving points</p> <p>Music: Sing and play in different styles: How does music connect us with our past?</p> <p>Reading Spine: Flesh and Blood, Why do ice cubes float?, Carrie's War, My Heart is a poem</p> <p>Writing: Narrative writing – Setting and suspense/persuasive writing</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: properties and uses of materials</p> <p>Geography: Europe – A study of Greece</p> <p>RE/PSHE: Justice and poverty...can religion help to make the world a fairer place?</p> <p>Anti-bullying</p> <p>French: At the tea room (Au salon de the)</p> <p>ICT: Responsible and appropriate use online/designing a video game</p> <p>PE: Frisby, Quidditch and gymnastics</p>

	<p>Art: Mountain landscapes: perspective and mixed media</p> <p>Reading Spine: The Boy at the back of the class, Slimy Spawn and other Gruesome Lifecycles, The Highwayman, How do Lobsters Stay Young?</p> <p>Writing: narrative: character writing/newspaper reports</p> <p>Maths: multiplication and division, word problems</p>
Unit 3	<p>Science: Earth and Space</p> <p>History: The Anglo-Saxons</p> <p>RE/PSHE: Christianity/Being safe</p> <p>Music: Composing chords: How does music improve our world?</p> <p>Art: Collage: working in black and white</p> <p>DT: Making a pop up book: Mechanical systems</p> <p>Reading Spine: Macbeth, Buried Treasure, Beowulf, Macbeth (playscript)</p> <p>Writing: The Suspense Tale/Letters and diaries</p> <p>PE: OAA, target games, swimming</p> <p>Maths: Graphs, Fractions</p>
Unit 4	<p>Science: Plant and animal life cycles</p> <p>Geography: Changes in our local environment</p> <p>RE/PSHE: Morals/Rights, rules and responsibilities</p> <p>ICT: Coding</p> <p>Art: Clay work (Henry Moore sculpture)</p> <p>French: Les vêtements (clothes)</p> <p>Reading Spine: The House with Chicken legs, Norse Myths, Maps of the British Isles</p> <p>Writing: Discussion/ Dilemma stories</p> <p>PE: Sending and receiving using feet, dance, swimming</p> <p>Maths: Decimals, percentages</p>
Unit 5	<p>Science: Separating mixtures and changing materials</p> <p>History: The Vikings</p> <p>RE/PSHE: Marriage/mental well-being (identity)</p> <p>D/T: Cookery: Bolognese sauce</p> <p>Music: Freedom to improvise - How does music shape our way of life?</p> <p>PE: Striking, fielding, net and wall games</p> <p>Reading Spine: Odd and the Frost Giants, How to be a Viking in 13 Easy Stages, At Home with the Vikings, On the Move</p> <p>Writing: Non-chronological reports/performance poetry</p> <p>Maths: Geometry, position and movement</p>
Unit 6	<p>Science: Human Growth</p> <p>RE/PSHE: Hinduism/ Families and people who care for me (plus my emotions)</p> <p>Geography - Trade</p> <p>PE: Dance, athletics, net and wall games</p> <p>ICT: Databases</p> <p>French: As-tu un animal? (Do you have a pet?)</p> <p>Art: Flowers: Drawing skills and water colours</p> <p>DT: Electrical Doodlers</p> <p>Reading Spine: Donut Diaries, Explore Fair Trade, Ted Hughes Collected Poems for children</p> <p>Writing: Biography/Narrative – defeating the monster</p> <p>Maths: measurement, area and perimeter, volume</p>

Below is an outline of the areas to be taught each term for 2024/25 in Year 6.

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

Unit 1	<p>Science: Living things and their habitats (classification) Geography: The Amazon RE/PSHE: Reflecting on religious wisdom / Friendships Art: Illustrators, silhouettes Music: Developing melodic phrases: How does music bring us together? PE: Invasion games, swimming (first Year 6 class Mr Smith), sending and receiving using feet 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'</p>
Unit 2	<p>Science: Evolution and inheritance History: The Mayan Civilization RE/PSHE: What happens when we die? / Anti-bullying French: A l'école (At School) PE: Gymnastics, frisby, quidditch; swimming (second Year 6 class Mr Bradshaw) Food technology: Come Dine With Me – designing a three-course meal ICT: spreadsheets Art: Clay work Design and Technology: Playground structures – 3D model making 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'</p>
Unit 3	<p>Science: What light does Geography: Global warming and climate change RE/PSHE: Temptation/Economic well-being Music: Respecting each other through composition: How does music connect us with the environment? Design and Technology: Food – Come Dine with Me project PE: Dance, frisby, invasion games 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'</p>
Unit 4	<p>Science: Human circulation History: The Ancient Greeks RE/PSHE: Islam/Internet safety and relationships French: Le Weekend (The Weekend) Art: Geometric art based on Islamic designs PE: OAA, target 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	Geography: Our world in the future ICT: Website design Science: Electricity: Changing circuits RE/PSHE: What will make our city a more respectful place?/Mental well-being Art: LS Lowry – drawing buildings and perspective PE: net and wall games, athletics <i>Other curriculum time used for revision of key skills in maths and literacy</i>
Unit 6	Science: electricity ICT: Coding History: Journeys RE/PSHE: Buddhism/Transition and Puberty Science: Body health Art: Surrealism – collage work French: Revision & presentation PE: Swimming catch up, striking and fielding Design and Technology: The steady-hand game Literacy: performance of leavers' play Transition visits <i>Other curriculum time used for revision of key skills in maths and literacy</i>

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. *Spelling will be through email but you can request a paper copy. Times tables will be 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 understanding of what they are reading by listening to them read for 5 minutes of the allocated 30 minutes. Pick out a couple of words and ask your child to explain what the words mean. Ask them to retell in their own words what they have understood. Discuss what they think will happen next. Please date and sign their home reading diary. Home reading is

monitored closely every Friday and children are rewarded for having their diary signed at least 4 times over a week with evidence of successful quiz results.

Spelling

Your child will be tested on 10 spellings a week. We have a cold spelling test on Monday so children can focus on learning the spellings they are unsure of. Your child will bring home a paper copy of the spellings for reference at home.

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

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

www.thinkuknow.co.uk

www.getnetwise.org

Mobile Phones

These are not allowed in school. If it is absolutely necessary (for children walking to and from school unaccompanied by an adult for example) that your child must bring a phone into school, your child **MUST** hand it in to their class teacher. The phone must be switched off.

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.

Please click on the link below which will take you to the school website for links and policies to further information.

[Parents Information | Stokes Wood Primary](#) (scroll down)

[Policies | Stokes Wood Primary](#)

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

Wishing both you and your child a happy and successful year,

The Key Stage 2 staff