

A decorative border of green ivy leaves with prominent veins, arranged in a slightly curved line across the top of the image.A shield-shaped crest with a gold border. The top section is dark blue with the text 'ST MARY MAGDALENE PRIMARY SCHOOL' in gold. The center features a large gold cross. The bottom section is also dark blue with the year '1965' in gold.

ST MARY MAGDALENE
PRIMARY SCHOOL

Y4 Welcome Meeting

September 2026

Staff Profile



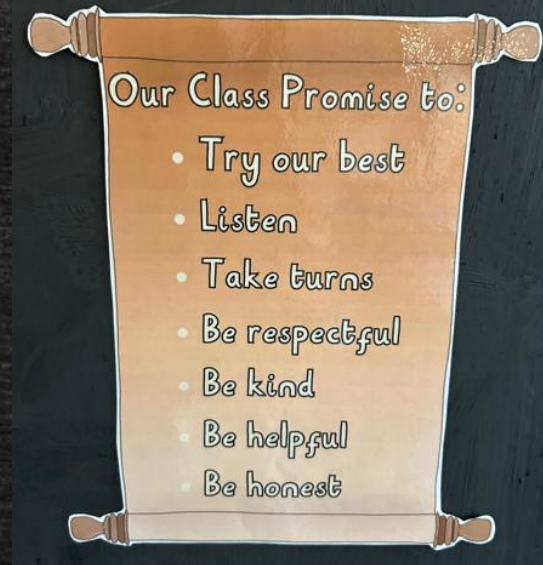
A little about me:

This is my second year of teaching and my second year at St Mary's. I am passionate about helping children become confident, resilient and independent learners who always strive to do their very best.

Outside of school, I love sport, especially football. I am a big Nottingham Forest supporter and also enjoy cricket. I like keeping active and spend a lot of my free time at the gym.

I also love attending concerts and travelling whenever I get the chance. Exploring new places, experiencing different cultures and making memories with family and friends are some of my favourite things to do.

Classroom Charter



"Be respectful, be responsible, be resilient, be independent."

This strikes a balance between being **firm, fair and clear**, while encouraging Year 4 pupils to develop confidence and independence.

Attendance and Punctuality

Session Times

Morning

- The morning register will be open from 8.45am to 9.15am (warning bell rings at 8.40am for children to line up).
- A child will be marked as **late** if they arrive at school after **between 8.50am and 9.15am**.
- The morning register will **close at 9.15am**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

Afternoon

- The afternoon register will be open from 12.45pm to 1.15pm.
- A child will be marked as **late** if they arrive at school for the afternoon session between **12.50pm and 1.15pm**.
- The afternoon register will **close at 1.15pm**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

Book Looks on a Friday

Doors open at 8:30 with an opportunity to see your child's work and speak with teachers. An adult **must** stay with their child until the bell rings at 8:45.

School Absences

Day 1

- **Parents:** should contact the school office before 9:00am using the dedicated absence line to give a reason for absence and an estimation of length of absence
- **Attendance Officer:** where parents have not contacted by 9.30am, make contact with parents by text or telephone. If no response a further text sent explaining if we have no contact by 2pm we will carry out home visit. Appropriate register code applied.

Day 2

- **Attendance Officer:** if contact has not yet been established, continue to make efforts to engage the family. Record all contact as internal monitoring on CPOMS.

Day 3 Welfare Check

- **Attendance Officer:** if contact has been established but the pupil remains absent, carry out a welfare call. Speak to the child via telephone or undertake a home visit.
- **Attendance Officer & Safeguarding Team:** if contact has been not established, undertake a home visit alongside member of Safeguarding Team. Record all contact as internal monitoring on CPOMS.

Day 10 Referral

- **WHEREABOUTS KNOWN:** the absence meets the threshold for enforcement actions. **Attendance Officer/Safeguarding Team** to make joint referral to Family Services via Early Help (EHAF), evidencing actions taken.
- **WHEREABOUTS UNKNOWN:** absence could meet threshold for removal from role. **Attendance Officer/Safeguarding Team** to make joint referral to Children Missing Officer (CMO).

Health and Safety

- Please find a link to our 'Administering Medication' policy:
<https://www.stmarymagdalenprimary.co.uk/attachments/documents.asp?id=3463>
- Nut Free school – please do not send nut products or products that may contain nuts into school.



Our School Values



Our School Values

- We show respect to ourselves by trying our best in our learning
- We respect our peers by being kind and listening to their opinions
- We are respectful when we are in collective worship

- We show a love for learning by working hard to make our work look nice in our books

- We show love to our peers by being kind, respectful and to listening when they are talking.

Respect Forgiveness

Love

Courage

Honesty

- We say sorry
- We use our reflection and calm spaces to help us
- We treat others how we want to be treated

- We own up to our mistakes so we can try and fix them
- We can share our feelings in our emotional check in

- We are brave to try new things in our learning, choosing areas and OPAL
- We are brave when we share our answers and thoughts in learning.

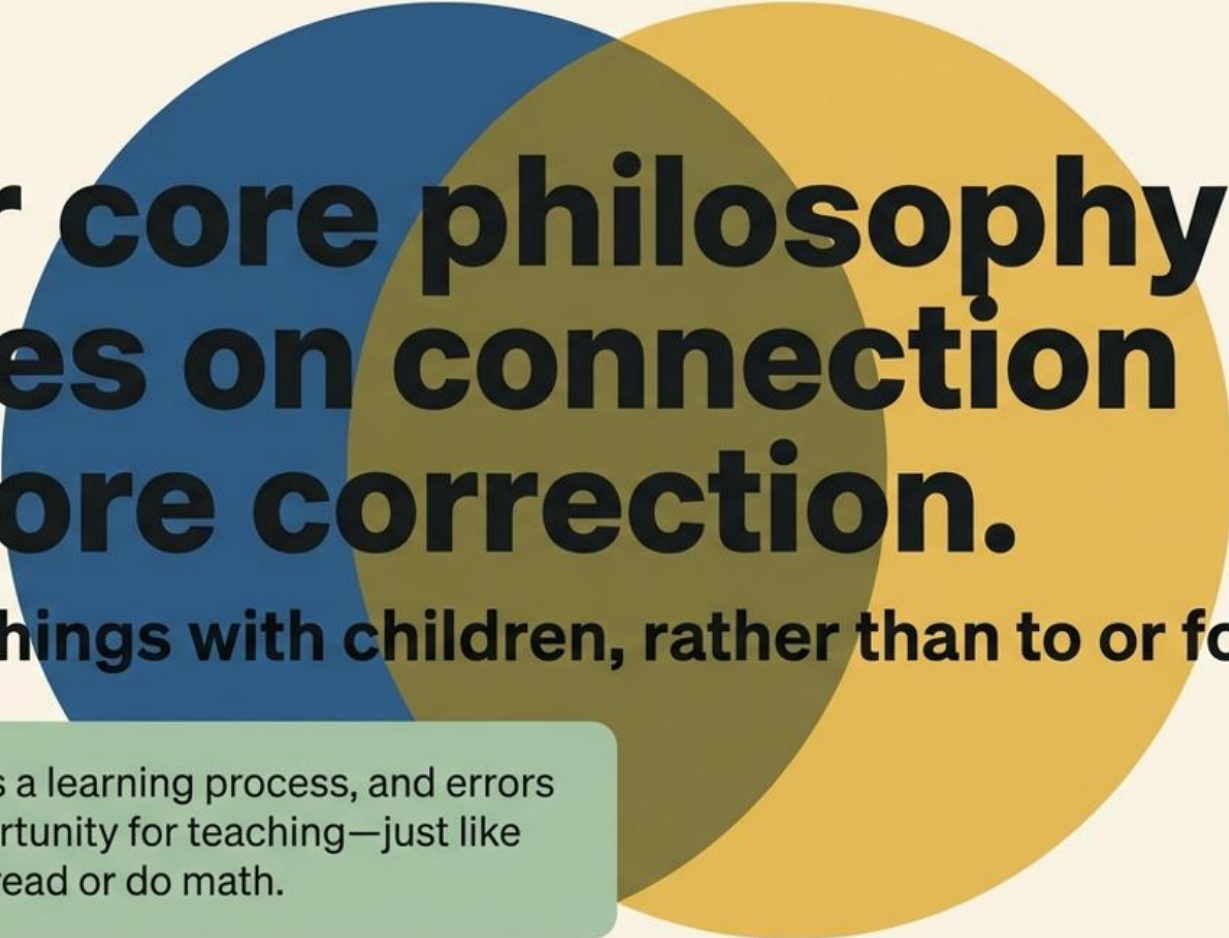
Our School Vision



We choose courage over
comfort because we know that
'the Lord our God is with us'.

*Adapted from
Joshua 1:9*

Our Behaviour Policy



**Our core philosophy
relies on connection
before correction.**

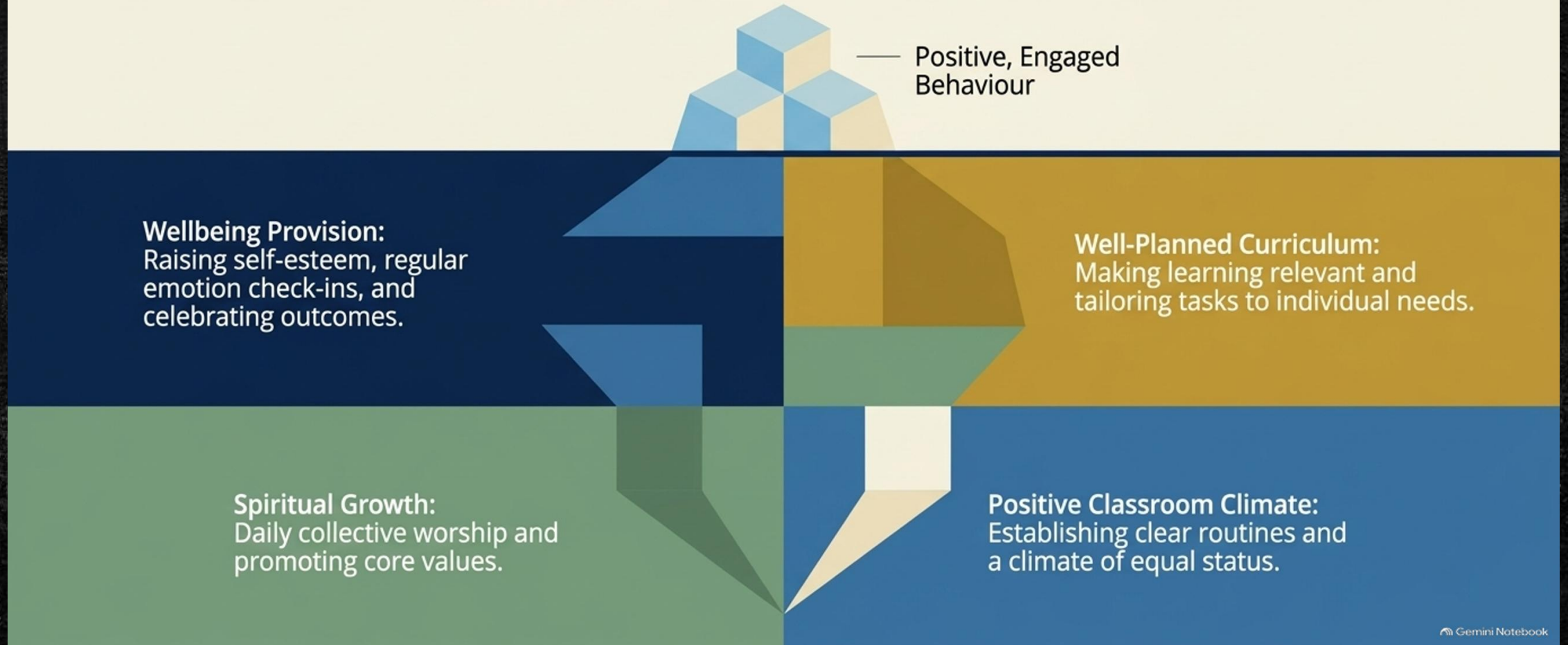
We do things with children, rather than to or for them.

Behaviour is a learning process, and errors are an opportunity for teaching—just like learning to read or do math.

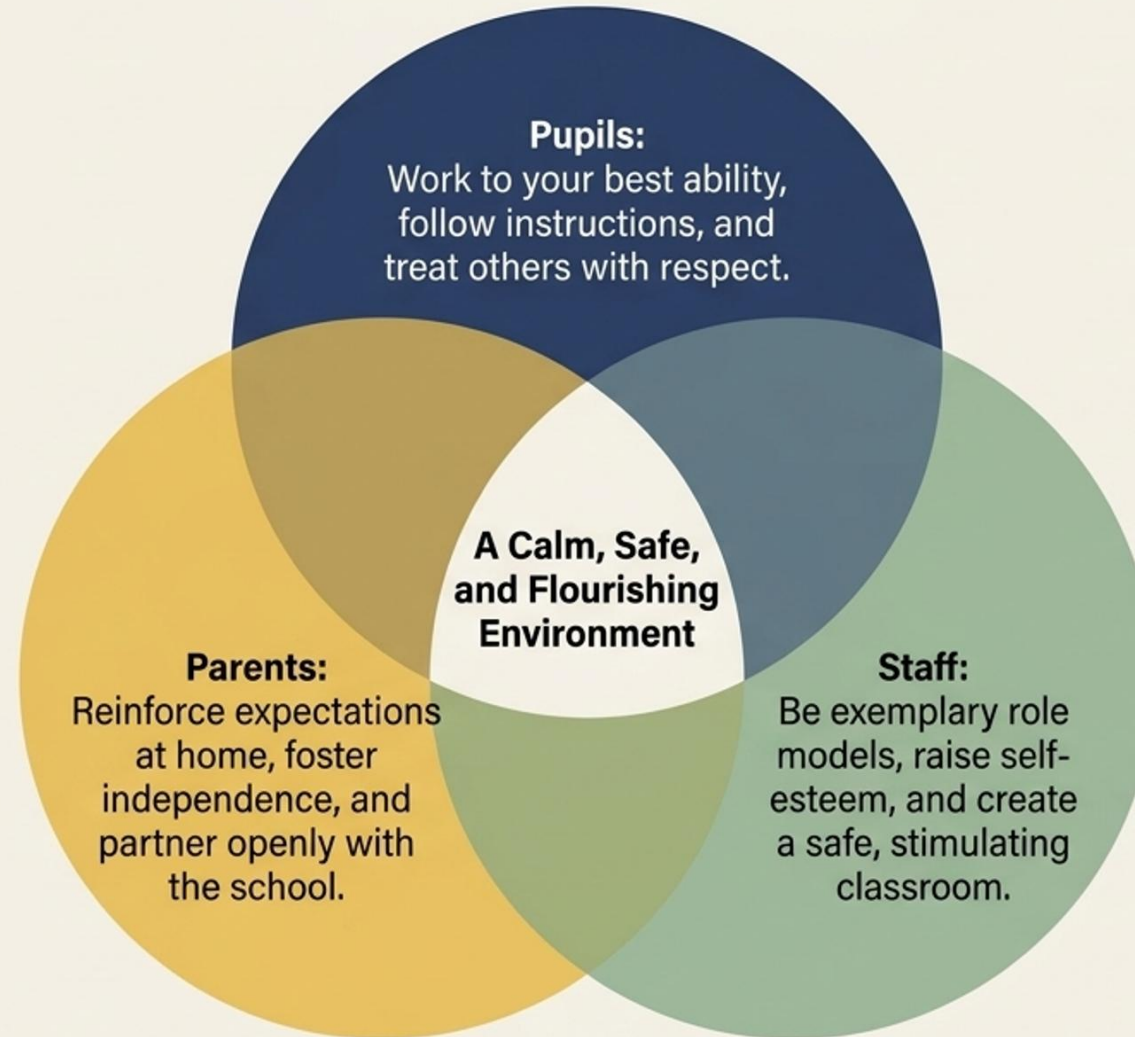
Five Christian values serve as our moral compass.



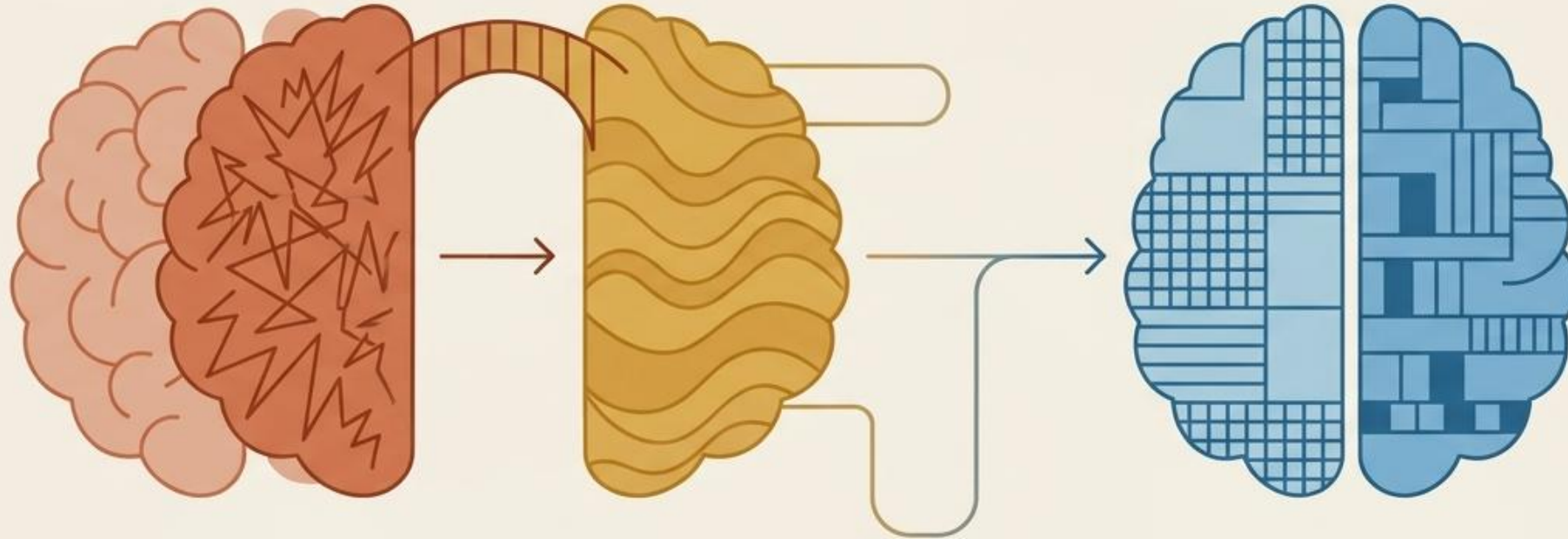
We build an environment that fosters intrinsic motivation.



A flourishing environment requires a triangle of shared success.



We use 'Emotion Coaching' to connect with the whole brain.



Step 1:
Connect emotionally first
(Right-brain to Right-brain).
We acknowledge the emotion to help the child feel safe and reduce shame.

Step 2: Bring in the lessons
(Left-brain). Once the child is in control and receptive, we guide problem-solving, set limits, and administer discipline.

P.A.C.E. provides our blueprint for interaction.

Developed by Dr. Dan Hughes, this approach helps promote feelings of safety so children can re-engage their thoughtful, problem-solving brains.



Playfulness: Using a light-hearted tone to diffuse conflict and reduce shame when things go wrong.

Acceptance: Connecting with the child's feelings unconditionally, without judgement (though not accepting unwanted behaviour).

Curiosity: Wondering 'why' about a behaviour with a quiet, accepting tone, rather than accusing.

Empathy: Showing you understand that their feelings are important and that it is hard for them right now.

We invite you to share our language and tools at home.

The 30-Second Script (For delivering clear and walking away to allow take-up time)

“I noticed you are...”

“It was the rule about... that you broke.”

“Do you remember last week when you... that is who I need to see today.”

“You have now chosen to...”

“Thank you for listening.”

The W.I.N.E. Approach (For non-judgemental engagement)

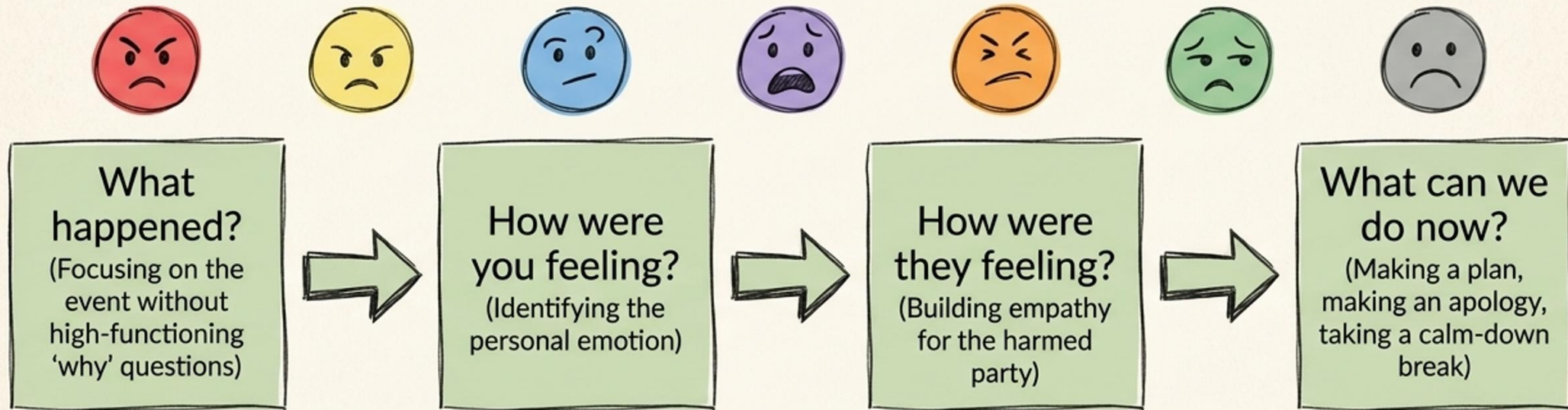
‘WONDER’	“I wonder if it is too noisy in here for you?”
‘IMAGINE’	“I imagine that was very frightening.”
‘NOTICE’	“I notice that your sounds have changed.”
‘EMPATHY’	Maintain a sense of compassion for the child and their feelings.

We maintain clear boundaries and logical responses to behaviour.

Low-Level Behaviour	Serious Behaviour
Examples: • Answering back • Low-level disruption • Calling out • Not settling to learning	Examples: • Violence • Discrimination • Bullying • Serious vandalism • Or repeated low-level defiance
Our Response: • Non-verbal cues • Whole-class reminders • The 30-second script • Or a 'Time in' for regulation using the calm box	Our Response: • Immediate separation • De-escalation • Written accounts reviewed by the Behaviour Lead • And same-day parent notification
Logical Consequence: • Verbal reminders • Temporary withdrawal of a privilege • Or catching up on work during break time	Logical Consequence: • School-based community service • Missed breaktimes • Fixed-term exclusion • And the immediate start of a Positive Behaviour Support Plan

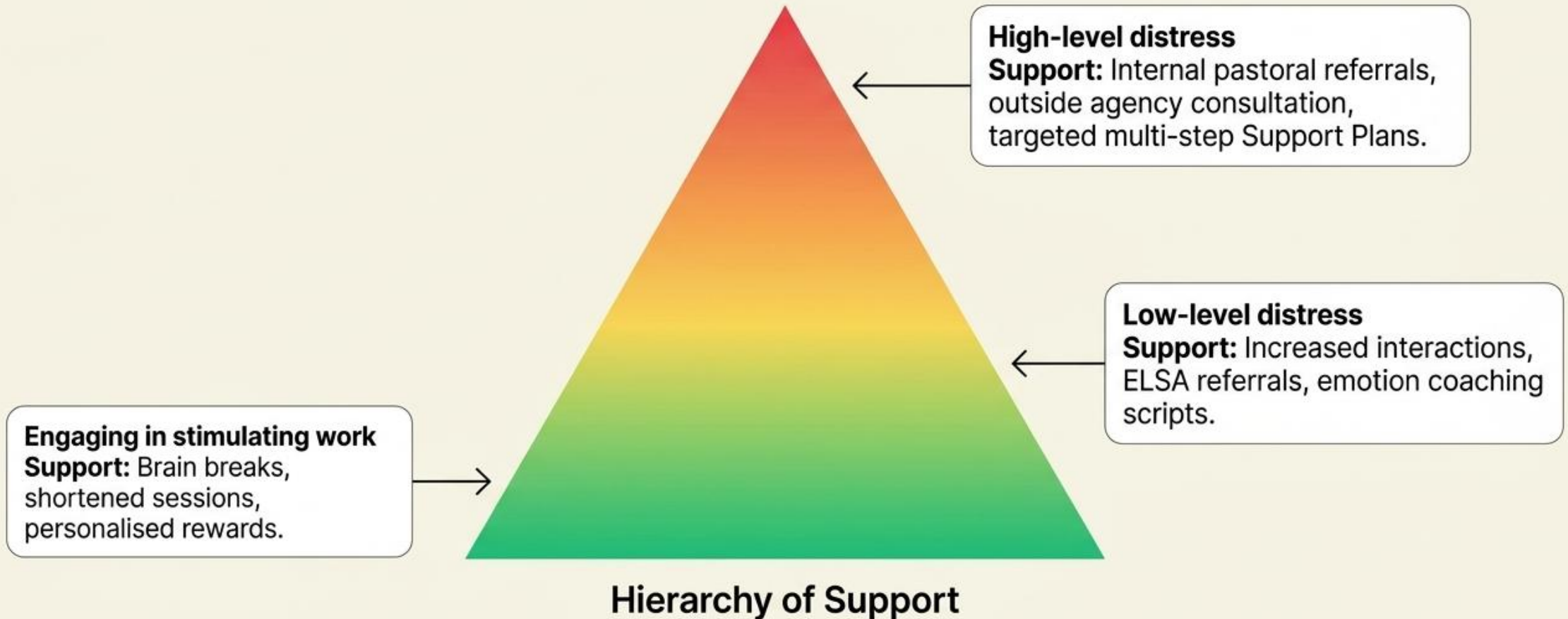
Discipline is a restorative process of reflection and resetting

We use a structured, supportive process to ensure those responsible acknowledge their impact and take steps to put it right.

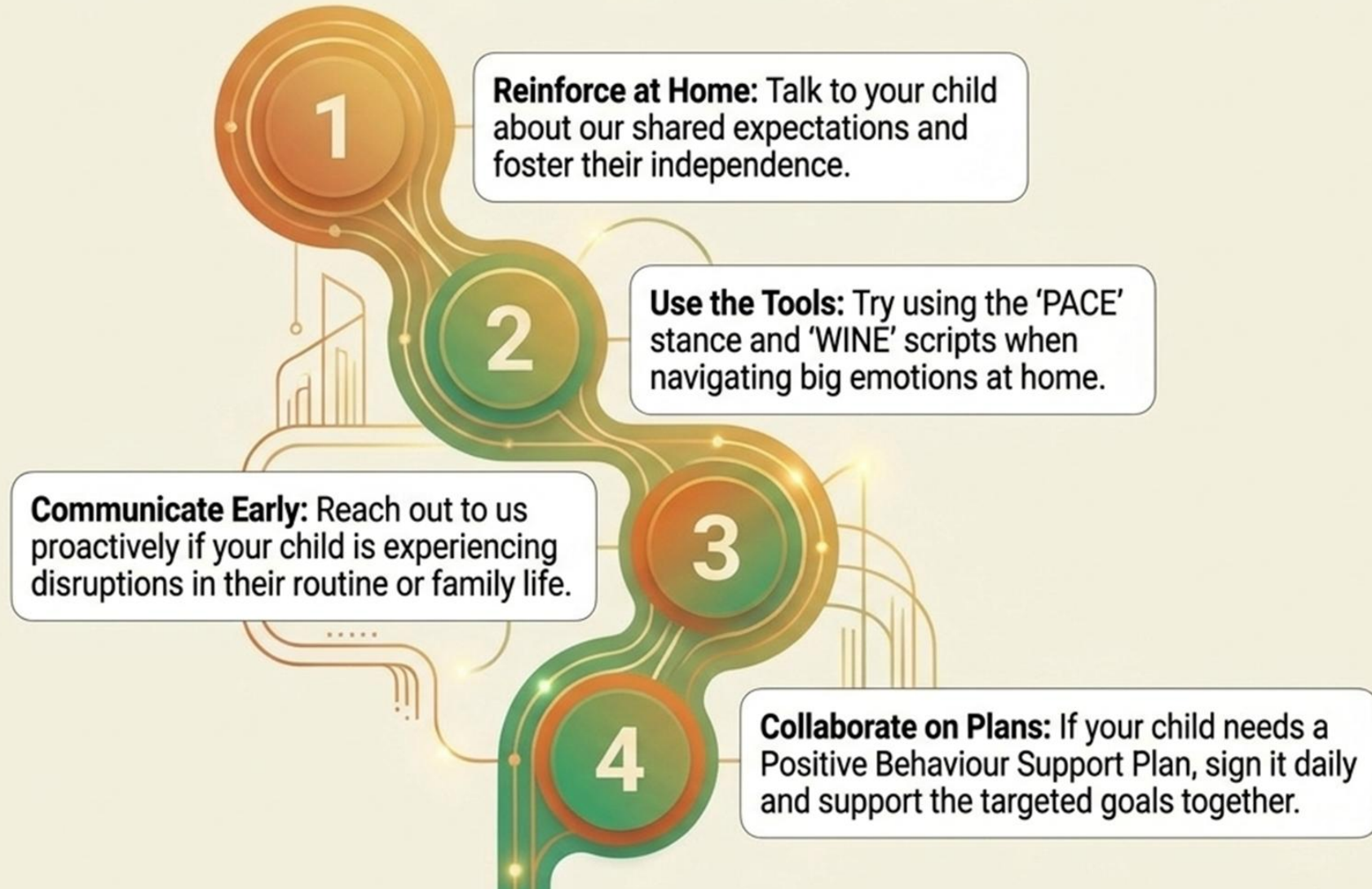


We provide tailored, sliding-scale support for SEND and SEMH.

All behaviour is communication. For children with Special Educational Needs or Social, Emotional, and Mental Health needs, we work closely with parents to develop personalised support.



Your partnership is crucial to your child's success.



Our shared journey begins with open communication.

We choose courage over comfort. We are called to create an environment where everyone is emboldened to take risks and achieve their potential.

*"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you."
(Joshua 1:9)*

We invite you to speak with your Class Teachers or our Behaviour & Inclusion Lead regarding any specific support your child may need.

You can find our full Behaviour Policy on our school website by following the link below:

[Behaviour Policy June 2026.pdf](#)

Reading

Reading is vital! Please ensure that you read with your child at least 5 times a week and record this in their reading diaries.

Reading diaries will be checked by staff regularly throughout the week and reminders sent to families that haven't read.

It is important to remember that reading is not just about 'reading words' and involves comprehension too!

Tips to help at home with reading:

<https://www.stmarymagdalenprimary.co.uk/attachments/documents.asp?id=229>



Times tables



Times tables are vital and is something that we strive to learn and recall fluently.

In Y4, children undertake a multiplication check, which is carried out within a two-week period in early June. This is to check their recall and fluency of their times tables for 2-12.

We encourage the use of TTRS and would recommend the children go on it for a minimum of 15-20 minutes per week. As a class, we offer incentives and competitions against one another to make it fun and exciting!



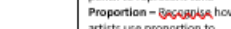
Our Curriculum

Term	Aut 1	Aut 2	Spring	Summer		
Focus Text	The Whale – Ethan and Vita Murrow Orphans of the Tide – Struan Murray		Jungle Book – Rudyard Kipling Into the Jungle – Katherine Rundell	Treasure – Berlie Doherty		
Immersive Environment	Boat and ocean scene	Workshop	Rainforest	Castle/Turret		
Academic Study: basic skills						
English	Written Outcomes: Narrative (Published Piece) Independent Write – flashback linked to the sighting <i>Exemplar – KS2 Standardisation Exercise 1 2018, Pupil C, Piece D</i> Recount – Newspaper Report about the sighting Independent Write – (N.B. published outcome an oral performance/reading). <i>Exemplar – 2018 KS2 Standardisation Exercise 2, Pupil C, Piece C</i> Instruction Manual – for the Rescue Device in D&T <i>Exemplar – 2018 KS2 Standardisation Exercise 2, Pupil B, Piece A</i>	Written Outcomes: Recount – journal entries in role as Ellie (The Vessel) Independent Write <i>Exemplar – 2018 KS2 Standardisation Exercise 2, Pupil C, Piece A</i> Narrative – Missing Chapter (16 ½) <i>Exemplar – KS2 Standardisation Exercise 1 – 2020, Pupil C, Piece F</i> Explanation (Published Piece) – Independent Write Water Cycle <i>Exemplar – KS2 Standardisation Exercise 1 2020, Pupil C, Piece D</i>	Written Outcomes: Broadcast Transcript Independent Write – The Return of Shere Khan (N.B. published outcome an oral performance/reading). <i>Exemplar – STA KS2 Moderation Training Pack 1 2017- Activity 1: EXS, Piece E</i> Report – on the discovery of a new animal/species <i>Exemplar – STA KS2 Moderation Training Pack 1- Activity 3: GDS piece G</i> Narrative Letters (Published Piece) Independent Write – between Mowgli & the Girl at Camp <i>Exemplar – KS2 Standardisation Exercise 1 2020, Pupil A, Piece C</i>	Written Outcomes: Information Text - Palm Oil: its uses and impact <i>Exemplar – 2018 KS2 Standardisation Exercise 2, Pupil A, Piece E</i> Persuasive Letters Independent Write – in role as a Plantation Owner & Rainforest Rescue Rep <i>Exemplar – 2020 KS2 Standardisation Exercise 3, Pupil A – Piece A</i> Narrative (Published Piece) Independent Write setting description (Using Henri Rousseau/Picasso Landscape as a stimulus) <i>Exemplar – 2020 KS2 Standardisation Exercise 2, Pupil A, Piece E</i>	Written Outcomes: Narrative - Alternative Opening (N.B. published outcome an oral performance/reading). <i>Exemplar – 2020 Standardisation Exercise 2, Pupil C, Piece F</i> Extended Instructions Independent Write – How to behave someone! (Comical, Horrible History Style) <i>Exemplar – 2020 Standardisation Exercise 2, Pupil B, Piece E</i> Balanced Argument (Published Piece) Independent Write – Was Henry VIII a good leader? <i>Exemplar – 2020 KS2 Standardisation Exercise 1, Pupil A, Piece B</i>	Written Outcomes: Narrative – adventure story set in Tudor times <i>Exemplar – 2019 KS2 Standardisation Exercise 2, Pupil B, Piece A</i> Promotional Leaflet – Haddon Hall Independent Write <i>Exemplar – 2018 KS2 Standardisation Exercise 2 Pupil C, Piece E</i> Biography – Carl Linnaeus (Science) (Published Piece) Independent Write <i>Exemplar – 2020 Standardisation Exercise 1, Pupil C, Piece E</i>
Maths	Number - Place Value Number - Addition and Subtraction	Number - Multiplication and Division Measures – Area	Number - Multiplication and Division Measures– Length and perimeter	Number - Fractions Number – Decimals & place value	Number - Decimals Measures – Money Measures–Time	Statistics– solving data problems Geometry– shape Geometry–position and direction

Our Wider Curriculum

RE	UC2a.1 Creation /Fall: What do Christians learn from the Creation story? WHOLE UNIT Texts: Genesis 1-3 Christianity Vocabulary: Adam and Eve, Holy creation, perfect, sin, fall, choices	UC2a.3 Incarnation/God: What is the Trinity? (Digging deeper) Texts: John 1:1-14 (and accounts in Matthew and Luke) Christianity Vocabulary: Light, darkness, contrast, saviour	NAS4.4: Religion, family, community, worship, celebration, ways of living Hinduism Vocabulary:	UC2a.5 Salvation: Why do Christians call the day Jesus died 'Good Friday'? (Digging deeper) Texts: Matthew 26:17-30 Christianity Vocabulary: Servant King, love, teaching, preparation, forgiveness Major festival: Hinduism – Holi	UC2a.6 Kingdom of God When Jesus left, what was the impact of Pentecost? WHOLE UNIT Texts: Acts 2: 1–15, 22 and 37–41 Christianity Vocabulary: Holy Spirit, transformation, church, power, equipping and empowering	NAS 4.2: Symbols and religious expression How do people express their religious and spiritual ideas on pilgrimages? Christianity, Islam, Hinduism, Non-religious worldviews Vocabulary: Journey, Muslim, Hindu, Christian, spiritual, pilgrim, community, journey, pilgrimage,
History Time Period Focus: chronological understanding of key events from the Middle Ages	King John and the Magna Carta (1215) Chronology – Create timelines which show the order in which events happened. Evidence – analyse a range of primary and secondary sources. Significance- describe the impact of the Magna Carta on the future/Influence of the Pope Human Achievement: Event – Signing of the Magna Carta	The Wars of the Roses (Began 1455) Chronology – Create timelines which show the order in which events happened. Evidence – analyse a range of primary and secondary sources. Significance- describe the impact of the Wars of the Roses on the future			Henry VIII and the Reformation (1534) Chronology – Create timelines which show the order in which events happened. Evidence – analyse a range of primary and secondary sources. Significance- describe the impact of the Reformation on the Catholic Church Human Achievement: Event – The Reformation	
Geography		Natural Disasters - Flooding Physical: Establish the location patterns of flooding and give examples of the effects they can have. Place: List and locate major countries of Asia: compare the position of these on the Earth's surface Space: Explain how the features of an environment affect settlement and land use.		Deforestation in the Amazon Rainforest Place: List and locate major countries of South America: compare the position of these on the Earth's surface. Space: Explain how the features of an environment affect settlement and land use. Human: Explain the human contributors to climate change, including fossil fuel use and deforestation Physical: Identify and describe different climate zones and biomes Explain the water cycle. Explain what climate change is and analyse patterns over time. Examine natural landscapes including rivers, vegetation belts and biomes		Cartography and Navigation Locate and compare the position of school and Sutton Lawn using 4 figure coordinates & 8 points of the compass. Plan and navigate a journey to Sutton Lawn and create their own maps using OS Map conventions Know the 8 points of the compass, and a greater range of OS Map symbols: golf course, theme park, youth hostel, parking
Science (See progression map for numbered objectives)	States of Matter Matter – 1-3 Being Scientific 3,6,7	Sound Energy – 3,4 Being Scientific - 4	Electricity Energy – 1,2 Being Scientific – 4	Habitats Life – 3, 4 Being Scientific 3,6,7 Human Achievement: Person – David Attenborough	The Human Body Life – 1-3 Being Scientific – 5 Human Achievement: Person – Carl Linnaeus	
Music	Focus Music: Debussy – La Mer Tempo: ~~Know~~ the meaning of accelerando and ritardando: ~~explain~~ this within Debussy's La Mer. Tempo: Know that Debussy may have used changes in tempo to create or reduce tension in La Mer. Meaning: Say how different sections of 'La Mer' makes them feel using more technical language linked to tempo, and prior knowledge of musical shape to justify their response.	Focus Music: Debussy – La Mer Composition: ~~create and~~ compose music on the keyboards in the same style as Debussy with deliberate choices for tempo. Performance: Perform their composition on the keyboards with deliberate choices for tempo.	Focus Music: Jai Ho (Slumdog Millionaire) Cultural Heritage Piece Timbre: Describe the timbre of the 4 different instrument families: identify these in 'Jai Ho'. Texture: Know that a chord (or harmony) is made up of a combination of two or more unique notes at different pitches: these are recorded at different points on a ~~stave~~. Texture: Listen for, and ~~recognise~~ a chord (or harmony) in the chorus of 'Jai Ho'	Focus Music: Jai Ho (Slumdog Millionaire) Cultural Heritage Piece Composition: Create and compose their own version of Jai Ho with deliberate choices of timbre, texture and dynamics. Performance: Perform Jai Ho, executing deliberate choices in dynamics accurately.	Focus Music: The Blackadder Theme Duration: Know the duration of crotchets, minims and semibreves: identify these in musical notation on a staff Pitch: Know how to represent high and low pitch in musical notation on a staff.	Focus Music: The Blackadder Theme Composition: Create and compose music on the recorder with deliberate choices of duration (crotchets, minims and semibreves) and pitch Composition: Record their compositions using informal graphic scores Performance: Perform their own compositions, executing deliberate choices for duration and pitch accurately.

Our Wider Curriculum

Art and Design		Focus Artist/Piece: Georgia O'Keeffe – Kiss from a Rose Outcome: Watercolour pencil sketch Composition (formal elements): Colour/Tone – to combine knowledge of colour mixing, tints and shades to accurately match colours from a focus piece. Shape and Form – Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading. Pattern – Explore spiral patterns to support the construction of a 3D image Y4 Comprehension Skills		Focus Artist/Piece: Pablo Picasso Outcome: Landscape 1908 Outcome: Oil Pastel Cubist Landscape Composition (formal elements): Colour/Tone – to combine knowledge of colour mixing, tints and shades to accurately match colours from a focus piece. Shape and Form – Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading. Y4 Comprehension Skills		Focus Artist/Piece: Hans Holbein – Henry VIII. Outcome: Self Portrait – half digitalised, half sketched Composition (formal elements): Line/tone/texture – use hatching and gradings of pencil to represent tone Proportion –  how artists use proportion to represent human facial features Y4 Comprehension Skills
DT	Structures: Rescue Device – Pulleys User needs: rescue device – book character Implementation techniques & mechanisms: wooden joints to ensure a stable and rigid structure, pulleys Innovation research: pulley mechanisms, rescue vehicles. Evaluation: written evaluation with accompanying labelled diagrams		Textiles: Embroidery of leaves and flowers User needs: the class – immersive area Implementation techniques & mechanisms: use of cross stitch to embroider flowers and leaves onto an embroidery hoop, to display as part of the class immersive environment. Add buttons as embellishment. Innovation research: cross stitch technique, patterns/designs. Impact of textiles in Derwent Valley. Evaluation: written evaluation with accompanying labelled diagrams		Food: Tudor inspired Meet Pie User needs: Tudor inspired for topic Implementation techniques & mechanisms: making pastry, browning meat. Innovation research: pastry/pie recipes Evaluation: written evaluation with accompanying labelled diagrams	
PE	Handball Resilience Fitness Competition Skill – Shoulder and bounce pass, shooting from stationary position, aiming at targets – no goalkeeper	Sportball Athletics Resilience Fitness Competition Skill – Chest push and <u>long distance</u> throw with bean bags, standing long jump and 3 step <u>jump</u>. Introduction to hurdling technique for higher hurdles, <u>change over</u> in relays	Gymnastics Resilience Fitness Skill – shapes – tuck, pike, straddle, star, dish, arch, front/back support, rolls to stand – tuck, pike, teddy, bear and partnered teddy bear, vaulting onto heights, jumps – stretch star and tuck	Basketball Resilience Fitness Competition Skill – passes – chest, shoulder, one handed bounce pass, dribbling one hand and v pass dribble Dance Resilience Fitness Competition Skill – <u>32</u> bars, no repeats, incorporating Rec – Y4 knowledge. Danced independently – whole class	Tennis Resilience Fitness Competition Skill – reaction, forehand/backhand stroke, hitting/receiving ball over net	Cricket Resilience Fitness Competition Skill – bowling under arm – aiming for targets, hitting the ball after one bounce with the bat, fielding – catching technique and barrier
Computing	Safety: Project Evolve – Y4 Self Image and Identity Coding: 2 Code (4.1)	Safety: Project Evolve – Y4 Health, Wellbeing and Lifestyle	Safety: Project Evolve – Y4 Online Relationships	Safety: Project Evolve – Y4 Privacy and Security	Safety: Project Evolve – Y4 Managing Online Information	Safety: Project Evolve – Y4 Online Bullying
Languages	Birthday Celebrations Outcome: Birthday party invitations, cards and roleplay	Spanish Culture – Pablo Picasso Outcome: Picasso art labelled display Art – “Weeping Woman” by Picasso	Creation: Animations (4.6) AI Learn Sheffield	Creation: Sound Stories Databases (5.4)	Talking about Family Outcome: Labelled family portrait & family member survey	
RSE	Consent – <u>LKS2 1, 2</u> Magna Carta - ‘no free man shall be imprisoned without the lawful judgment of his equals’ Safety – <u>LKS2 1-3</u> The Black Hole – https://www.youtube.com/watch?v=PS_Msrdg3Hk Physical Health – <u>LKS2 1, 3</u> BBC Newsround - https://www.bbc.co.uk/newsround/52546937	Consent – <u>LKS2 5, 6, 7</u> Relationships & Friendships – <u>LKS2 5</u> Making friends online - the risks – BBC Newsround https://www.bbc.co.uk/programmes/p011m59g Mental Health – <u>LKS2 1, 3</u> #Goldilocks – Jeanne Willis and Tony Ross link to https://www.bbc.co.uk/newsround/52546937 Safety – <u>LKS2 2, 3</u> Equality – <u>LKS2 1-3</u> Equality vs Equity –  <u>LKS2 1, 3</u>	Consent – <u>LKS2 5, 6</u> Jungle Book – Mowgli running away https://www.youtube.com/watch?v=IFYSDB7_QHl Relationships & Friendships – <u>LKS2 1</u> (linked to Jungle Book) Identity – <u>LKS2 1-3</u> The Dreamer – Anthony Browne  Equality – <u>LKS2 1, 2, 4</u> Image: George and the Dragon 	Consent – <u>LKS2 1, 2, 3, 5</u> BBC News - https://www.bbc.co.uk/news/world-latin-america-35606354 Relationships & Friendships – <u>LKS2 1, 5, 7</u> John Brown, Rose and the Midnight Cat – Jenny Wagner  Mental Health – <u>LKS2 1, 2, 3, 5</u> Can I be your friend? https://www.youtube.com/watch?v=aDycZHDCA4I	Consent – <u>LKS2 1, 5, 6, 7</u> Article 12 - We are all born free – UDHR. Relationships & Friendships – <u>LKS2 2, 5</u> Cyberbullying – BBC Newsround https://www.bbc.co.uk/programmes/p011n2r4 Relationships & Friendships – <u>LKS2 2</u> https://www.youtube.com/watch?v=nc_P0r8Z7Wc BBC Bitesize Song ‘Six wives for Henry’ Physical Health – <u>LKS2 1, 3</u> BBC Newsround - Four out of five young people are not exercising enough	Consent – <u>LKS2 1-3</u> Harry Potter: Chambers of Secrets – J. K. Rowling – ‘It is our choices, Harry, that show what we truly are, far more than our abilities’ Identity – <u>LKS2 4</u> Zoom – Istvan Banyai  Safety – <u>LKS2 2</u> (Linked to Computing Online Safety Project Evolve Y4 Online Bullying)

Involving you...

We share your children's targets and progress with you regularly through:

- 15 minute year group allocated slots before school to have a look at your children's books (Friday 8.30am – 8.45am)
- This will also give you the chance to understand and see what your child's targets are in certain subjects.
- Learning Conferences take place twice a year and directly involve your child in sharing their work, proudest moments and talking through targets.



Homework

Homework for English and Maths is set on a Friday for the following Friday. Homework clubs will be held weekly in classrooms for children who do not complete their homework.

This is set via www.maths.co.uk and www.spag.com these can be accessed via our website 'Homework' tab (under Children).

Spellings will now be set weekly on Spelling Shed. Your child will come home with a username and password to access these <https://www.edshed.com/en-gb/login/school> These should be practised 5 times per week.

Reading 5 times per week.

Homework is extremely important, as we use this to plan our lessons and ensure that the children have a secure subject knowledge. It also helps us to identify areas where they may need extra support!



Proposed Fieldwork

Autumn

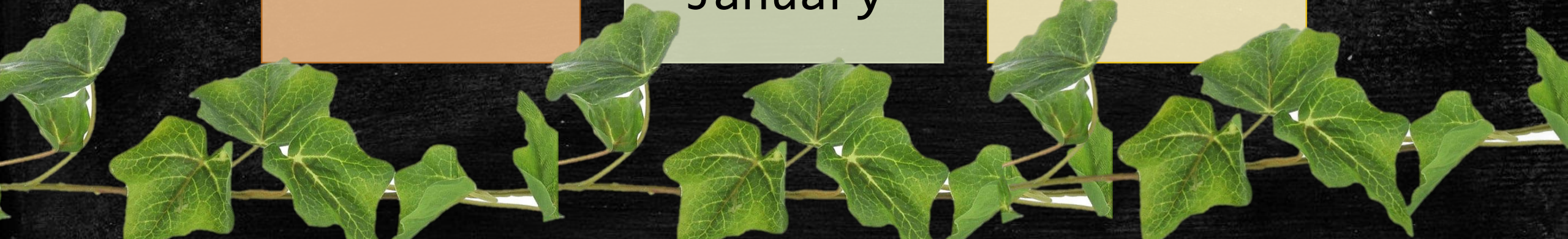
- Trent Lock
- 3rd November

Spring

- Cromford Mill
- 7th January

Summer

- Haddon Hall
- TBC



PE and Sports

- We are supported by SH Active
- <https://shactivesports.co.uk/>
- Last year, we were awarded the **Gold** School Games Award.
- Currently, we have a qualified dance teacher leading our dance curriculum across school.
- Our PE days are Mondays and Thursdays

PE Uniform

- Plain sky blue T-shirt
- Plain navy blue shorts
- Plain navy jogging bottoms
- Plain black plimsols or trainers
- Plain navy blue zip jacket (no hoods)

Please ensure that any branding is kept to a minimum.

Can we kindly request that you label all children's clothing clearly to prevent losses. Please note that earrings are not allowed to be worn for PE.



After School Clubs

Day	Club	Age range	Led by	Time	Price
Monday	Dance	R, Y1, Y2, Y3, Y4	SH Active	3:15-4:15pm	£44 (£4 per session)
	Energise	All year groups	Kitty	3:15-4:15pm	FREE
Tuesday	Archery	Y2, Y3, Y4, Y5 and Y6	SH Active	3:15-4:15pm	£44 (£4 per session)
	British Sign Language	Y3, Y4, Y5, Y6	Mrs Summers	3:15-4:15pm	£33 (£3 per session)
	OPAL Stay and Play	All year groups	Mrs Hallam	3:15-4:15pm	£22 (£2 per session)
Wednesday	Trampolining	R, Y1, Y2, Y3, Y4	SH Active	3:15-4:15pm	£44 (£4 per session)
	Make and Bake	Y3, Y4, Y5, Y6	Mrs Harding	3:15-4:15pm	£33 (£3 per session)
Thursday	Art and Craft Club	All year groups	Mrs Harding	3:15-4:15pm	£33 (£3 per session)
	Board Games	All year groups	Mrs Summers	3:15 – 4:15pm	£33 (£3 per session)

Limetrees

- **Every day, 3:15–6:00pm – School Hall**
- A fun, welcoming space with a wide range of activities for all children led by our new external provider.
- **£10 per session**
- This club can be booked directly with The Limes Trees using the following link:
<https://thelimetrees.co.uk/>



OPAL



As we enter autumn and the field gets muddier, please ensure your child has a pair of named wellies and a puddle suit in school for lunchtimes. Please store these in your year groups welly storage.

Short term projects for this term include the addition the creation of a sensory garden, further fixed play equipment, updated water area and improved drainage.

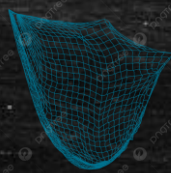
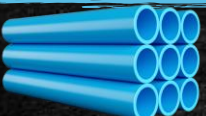
Longer term OPAL projects include developing willow tunnels and sheltered areas. If you think you can help please let us know!

We're grateful to receive any donations, from pallets to small world items see the following lists of items we could make use of - please drop them at the school office.



Get ready to play... OPAL BINGO



Acorns 	Baking pans 	Cake moulds 	Measuring spoons 	Strainers 
Baskets 	Cable spools 	Cones 	Water Play 	Corrugated pipes 
Dress up items 	Fabric 	Funnels 	Nets 	Old electronics 
Pool noodles 	PVC pipes 	Ropes 	Shovels and spades 	Sinks and tubs 
Tyres and wheels - big, small and 	Pots 	Colanders 	Wheelbarrow 	Watering cans 

Get ready to play... OPAL BINGO



Rakes



Toy cars



Action figures



Umbrellas



Plastic trucks



Suitcases



Hard hats



Wind Chimes



Wood dowels



'Caution' tape



Sledges



Plastic bins



Laundry baskets



Trikes, tractors



Duct tape



Straw bales



Rocks



Artificial Grass



Gravel, pebbles



5 Gallon buckets



Poles



Glass jewels



Jugs



Marbles



Balls - every kind!



Get ready to play... OPAL BINGO



Litter Pickers



Suitcase



Wooden spoons



Action figures



Plastic crates



Dress up items



Cars



Dinosaurs



Pans



Plastic dolls



Lego



Small balls



Scooter



Plastic tubes



Tarpaulin



Beach spades



Buckets



Trowels



Skateboard



Cardboard tubes



Guttering



Wooden planks



Bikes



Aprons



Chalk



Diary Dates



- 24th September – Colour Run
- 12th October – Derby Faith Centre
- 3rd November – Trent Lock
- 16th-18th November – Learning Conferences
- 24th November – Panto
- 15th December – Christmas Disco
- 16th December – Christmas Service
- 7th January – Cromford Mill
- 22nd -24th March – Learning Conferences
- 7th-18th June - MTC

Questions and Feedback

- If you have any questions or comments regarding the Welcome Meeting please use the QR code to complete the survey.

