Desford Community Primary School (5)



2024-25 Parent Welcome Meeting

Year 4

Aims & Purpose



To give parents an overview of the key areas of school culture, behaviour and curriculum.

Meet the staff
School Ethos
Behaviour
Uniform/What to bring

Attendance & Punctuality
Curriculum & Homework
SEND/Pupil Premium
Communication

STAFF



Falcons

Mrs Kelsey

Red Kites

Mrs Tilley

Support Staff

Miss Boag

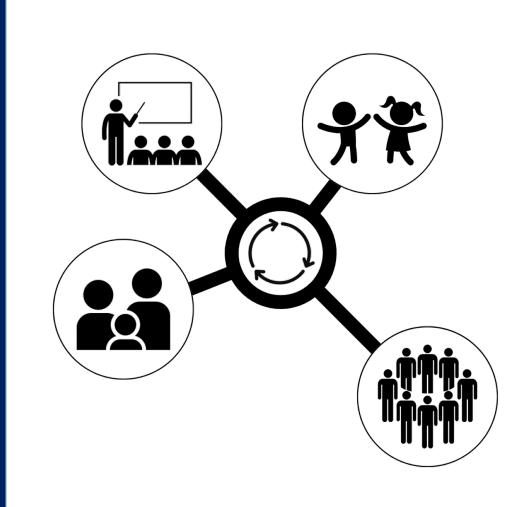
Mrs Tsang

Miss Valentine

SCHOOL ETHOS & CULTURE

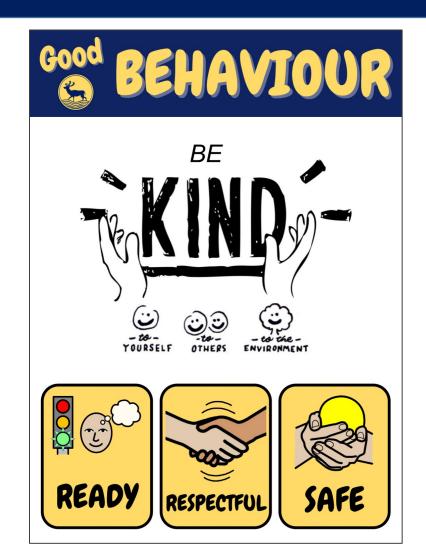


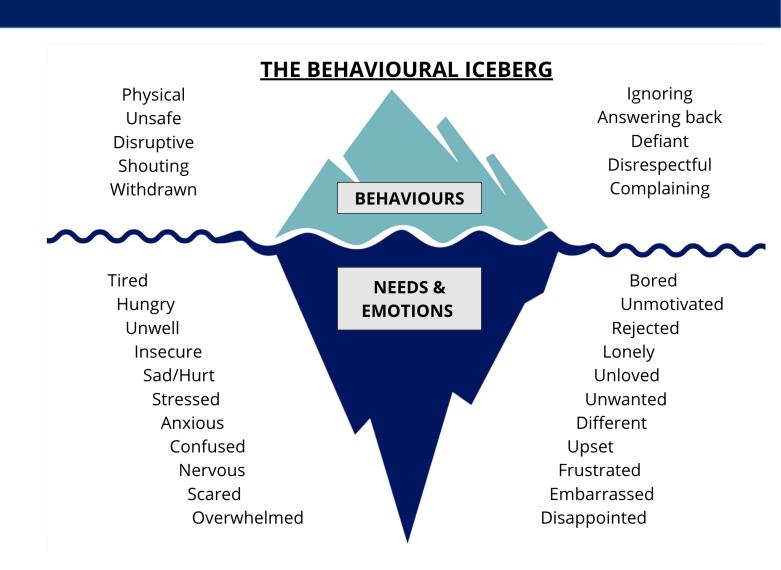




BEHAVIOUR







BEHAVIOUR



a BEHAVIOUR



PRAISE AND POINTS

- You can earn praise and Dojo points by following our school rules and routines.
- Staff may tell your parents how brilliant you have been.
- Any member of staff can praise your behaviour and award you with Dojo points.
- Lunchtime staff can award you with stickers or tokens that earn Dojo points.



CONSEQUENCES

- Staff will use the behaviour pyramid to support & respond to your behaviour.
- Some behaviours may result in you losing some break or lunchtime.
- Staff will always speak with you about your behaviour
- Staff may speak with your parents if your behaviour is not meeting expectations.

WHOLE CLASS

REWARDS

their Class Dojo Points Target.

Targets take class size into account.

WHOLE CLASS REWARDS

An afternoon of activities that have

been voted for by the children.

Usually on a Friday afternoon towards

the end of a half term.



RECOGNITION BOARDS



children, their label move onto the recognition board beside the behaviou

RECOGNITION BOARD

Every child is awarded 5 Points each once everyone's name is on the board. Board should be completed at least once

CLASS CHAMPION



Awarded for 'standout moments' that demonstrate the school ethos & values 2 to 4 awards given our each week.

Each child awarded up to 4 per year

CLASS CHAMPION Certificate presented in an assembly Additional break time.

'Front-of-line' pass for I week.





2) Ready

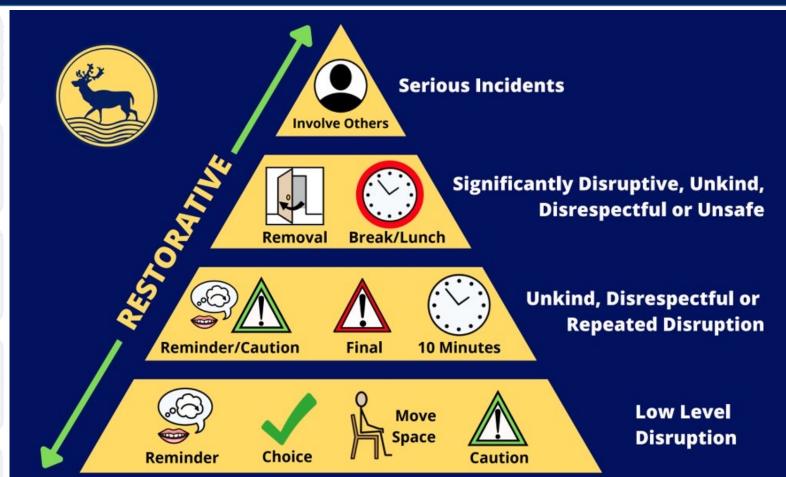


3) Respectful



4) Safe





BE KIND, READY, RESPECTFUL AND SAFE

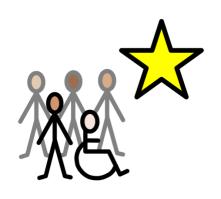
BE KIND, READY, RESEPCTFUL and SAFE

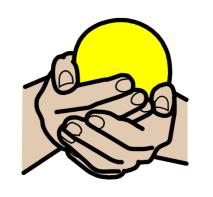
BEHAVIOUR

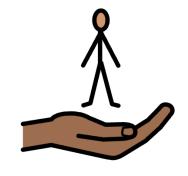




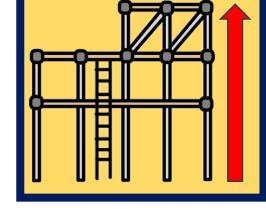
High Expectations – Never lowered







Individual Context



Scaffolding Up

SEND - learning/behaviour

Safeguarding

QUESTION & ANSWER



UNIFORM EXPECTATIONS



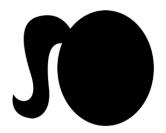




UNIFORM EXPECTATIONS



Hair & Accessories



Hair should be smart and presentable whilst allowing for some self-expression.



Small, subtle hair accessories in school uniform colours are permitted (e.g. blue, white, black and grey).



Children can wear hats during outdoor social time and in PE lessons for sun protection.

Jewellery & Devices



Jewellery such as earrings, necklaces, bracelets and friendship bands are not permitted, with the exception of small studded earings.



Watches are allowed. Devices that have the capacity to take video/photos or send & receive messages or calls not permitted.



Mobile phones are not permitted in school except in circumstances outlined in the mobile phone policy which can be found on the school website.

PE UNIFORM EXPECTATIONS



THE LOWER HALF

We appreciate that finding shorts, tracksuits or leggings in school colours may be more difficult from some shops, so we ask that you buy them in line with the readily available colour scheme shown below.



THE TOP HALF

We ask that your child always changes into a different top for PE. This should be a standard plain T-shirt or sport T-shirt and in one of the colours shown below. No logos, slogans or team kits (e.g. football, rugby)



T-shirt

Jumper

PE UNIFORM EXPECTATIONS



PE SAFETY



JEWELLERY

We ask that all jewellery and watches are removed for PE and swimming. It may be more convenient for jewellery to be removed on PE days.



HAIR

All children with longer hair need to tie their hair back for PE lessons. Where children do not have hair ties, we will provide them to the children.



WEATHER

Children in Key Stage 2 need to be prepared for outside PE but children in EYFS, Y1 and Y2 will usually be indoors when the weather is colder.



NON-PARTICIPANTS

Pupils unable to take an active part in a lesson will fulfil a non-participant role such as: a journalist; equipment manager; coach; referee.

Footwear does not need to be in the school colours and should be PE trainers that fit comfortably.



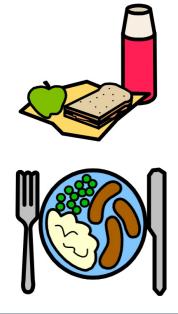
PE Trainers or plimsolls

SNACKS & LUNCH

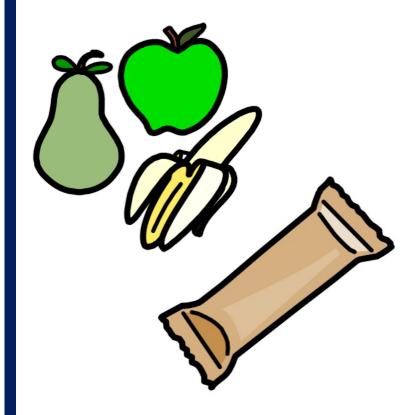




Hot dinners & Packed Lunches



Snacks in EYFS, KS1 and KS2



AUTUMN TERM - 1st Half

MENU 'WEEK 1'	MENU 'WEEK 2'	MENU 'WEEK3'
Week Beginning 26th August 2024	Week Beginning 2nd September 2024	Week Beginning 9th September 2024
Week Beginning 16th September 2024	Week Beginning 23rd September 2024	Week Beginning 30th September 2024
Week Beginning 7th October 2024	Week Beginning 14th October 2024	

Allergy Aware





NATIONAL ADVICE: The Anaphylaxis Campaign does not advocate a total nut ban in schools because it is extremely difficult to enforce due to so many different products containing nuts or traces of nuts.

When we know your child has a serious food allergy, we will meet with you to discuss their needs and create a care plan based upon these needs. The Kitchen will also create a diet plan.

PARENTS WILL:

- Provide details of any food allergies their children may have
- Not send any food into school that they know contains nuts
- Encourage their children not to share their food with other children

WHAT TO BRING



Please Bring

Water bottles

PE Kit stays at school

Reading book & record

Achievement certificates/awards

Do not bring

Toys

Expensive items

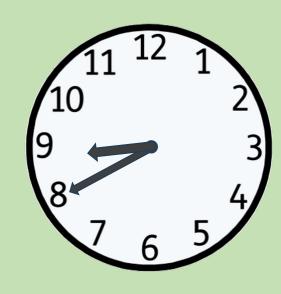
Jewellery

QUESTION & ANSWER



PUNCTUALITY AND ABSENCE





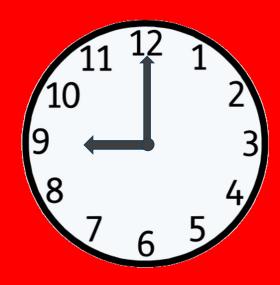
Gates open 8:40

Initial Learning 8:40 – 9:00



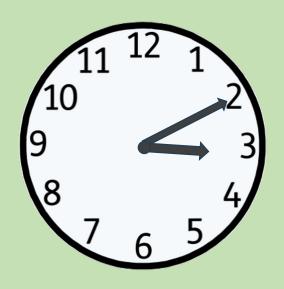
Gates close 8:50

Register taken 8:50 -9:00



Register closes 9:00am

Further arrivals marked as absent



Gates open 3:10

Children collected

PUNCTUALITY AND ABSENCE



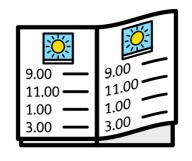
Attendance	Number of days absent per year*	Rating	Comment
99% to 100%	1-2 days	Attendance Hero	Attendance HERO!
97% to 98.9%	3-5 days	Green	Good
96% to 96.9%	6-8 days	Amber – Green	Below College target
94% to 95.9%	9-11 days	Amber	Requires Improvement
90% to 93.9%	12-19 days	Amber – Red	Cause for Concern
Below 90%	20 days or more	Red	Serious Cause for Concern













PUNCTUALITY AND ABSENCE



Penalty Notices for unauthorised absences: What you need to know about the changes.

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for unauthorised absences that occur after 19th August 2024.

5 Consecutive Days of Term Time Leave.

Penalty Notice fines will be issued for term time leave of 5 or more consecutive days, and for fewer days where this 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.

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.

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

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.

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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.



Please consult your school's attendance policy and speak with your school if you are thinking of taking your child out of school during term-time. It is likely you will need to make a written request to take your child out of school and any leave of absence will need to be agreed by your Headteacher before it is taken.



QUESTION & ANSWER



TIMETABLE

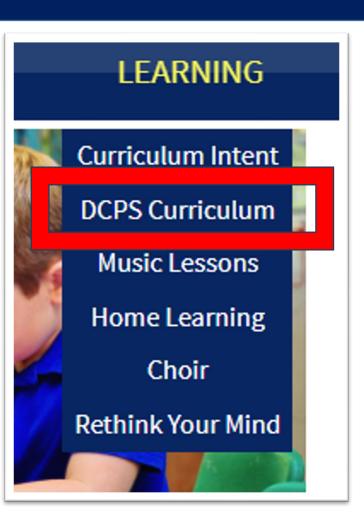


	<u>Year 4 Timetable</u> Week Beginning: 02.09.24													
	8:40 – 9:00	9:00 – 9:35	9:35 – 9:45	9:45 – 10:45	10:50- 11:05	11:10- 12:00	12:00- 12:50	12:50- 1:00	1:00 – 1:15	1:15 – 1:30	1:	30 – 2:30	2:30 - 3:00	3:00- 3:10
Monday	Grids	Assembly	Spelling	Writing		Maths		Story	Handv	vriting	Religio	us Education	French	Story
Tuesday	Grids & AR	Guided Reading	Spelling	Writing	Pl	Maths	Lu	Story	Times	Tables		History		Story
Wednesd ay	Grids & AR	Guided Reading	Spelling	Writing	ay ti	Maths	nc hti	Story	Times	Tables		History		Story
Thursday	Grids & AR	Guided Reading	Spelling	Writing	m e	Maths	m e	Spellin Lesson/	g Shed Phonics	MTC Check		History		Story
Friday (PPA PM)	Grids & AR	Guided Reading	Spelling Shed Quiz	Writing		Maths		Chang ed for PE		E-Safety		F	P.E.	

CURRICULUM DOCUMENTS







CURRICULUM DOCUMENTS



Year 4 - Autumn Term 1									
Subject & Key Question		Driver Questions Each question should for the spine of a session for the subject.							
PSHE Rights, rules and responsibilities	What do we mean by rights and responsibilities and why are human rights important?	What are my responsibilities for respecting the rights of others at home and at school?	How do we make sure everyone is treated with respect in school?	Why do we need rules at home and at school?					
History Why did the Romans settle in Britain?	Why did the omans invade and settle in	How did Britons respond to the Roman invasion?	Why was the Roman army so successful? (Part	Why was the Roman army so successful? (Part	What do artefacts tell us about life in Roman times?	How did the Romans change modern Britain?			
Music How can motifs be adapted? Kapow	How do you sing in tune and keep in time with the music?	What is a musical motif?	Motifs and Mosaics How do you compose and notate a motif?	Motif Development Can you develop and transpose a musical motif?	How do you combine different versions of a musical motif and include these in a				
Science What happens once food enters our body?	How does the human digestive system work?	Are all of our teeth the same?	Investigation: Why do we need to care for our teeth? (predictions, fair test and methodology)	Do all animals have the same teeth?	III+\&+ ☐ Who eats who?	Investigation: Why do we need to care for our teeth? (findings and conclusions)			

Unit driver question

Lesson driver question

ENGLISH DOCUMENTS



A detailed progression of skills that shows every objective covered over the course of the year.

Plan openings around character/s, setting description or action In narratives, use paragraphs to organise each part of the story to indicate a change in place or in time In non-fiction, use paragraphs to organise ideas around a theme Assess the effectiveness of their own writing by both proofreading and editing their work	 Extend the range of sentences using a wider range of conjunctions of subordination and coordination, e,g, because, as, so, even though, although, despite, meanwhile, etc. Use 'ed' and 'ing' clauses as starters, e.g. Frightened, Bilal ran straight home to avoid being caught; Grinning menacingly, Jason slipped the treasure into his rucksack. Use similes to compare one thing with another (using 'as' or 'like) and to begin to use metaphors and/or personification 	 Use proper nouns to refer to a particular person, date, place, animal or object, e.g. Emily, May, the reindeer Rudolph, Leicester, Titanic, etc. Develop the use of possessive pronouns Develop confidence in identifying all the word classes of a sentence (i.e. noun, verb, adjective, preposition, adverb, determiner, pronoun, proper noun, possessive pronoun) Use present perfect form of verbs (e.g. He has gone out to play instead of He went out to play) 	 Use commas to mark clauses and to mark off fronted adverbials Use apostrophes to mark singular <u>and</u> plural possession (e.g. the man's book, the girls' coats) <u>and</u> irregular contracted forms (e.g. won't, can't shan't, etc.)
Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Assess the effectiveness of writing and make improvements (through editing) Make changes to grammar and vocabulary choices to improve consistency	 Noun phrases <u>expanded</u> by the addition of modifying adjectives, nouns and preposition phrases (e.g. 'The teacher' expanded to: 'The <u>strict maths</u> teacher <u>with curly hair.'</u>) When writing dialogue, use verb + adverb pairing, e.g. "Hello," Anisha whispered, shyly. Further develop the use of fronted adverbials (e.g. Later that day,; In the evening,; etc.) 	Develop confidence in using figurative devices (e.g. metaphor, alliteration, personification, onomatopoeia, simile) Use prefixes to give the antonym (e.g. "im-", "in-", "ir-", "il-")	Full punctuation for direct speech – i.e. Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella. Or use end punctuation within inverted commas, e.g. The conductor shouted, "Sit down!"
Make increasingly accurate changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Check the tense of their work across a piece of writing	 Drop in 'ing' clauses, e.g. Sarah, laughing at the teacher, fell off her chair. Begin to intersperse lines of narrative (e.g. action or description) between lines of dialogue Begin to know the difference between direct speech and reported speech 	Introduce <u>some</u> simple modal verbs (e.g. would, should, could)	Use colons to introduce a list

ENGLISH DOCUMENTS



Ι,												
	AUTUMN					SPF	RING		SUMMER			
	- Anthony 'Where the Wild	"The Tunnel" (a) - Anthony Browne leter the Wild Things Are' (b.) - Mayurios Sendak - Asron Becker		"Indigo and Wilde" - Pipps Quotick		The Twits' - Rosld Dahl		"How to Live Forever" - Colin Thompson		'Planet Omar: Accidental Trouble Magnet' - Zanib, Mian		
	Outcome: (- Narrat	ive (a.)	- Narra	(2.5 weeks) tive (a.)	- Nar	: (2 weeks) rative scene)		: (2 weeks) count	- Naı	(1.5 weeks) rative	- Na	: (2 weeks) rrative
	Y2. Key Skills: - Expanded noun phrases - Conjunction (and)	Y3. Key Skills: - Expanded noun phrases - Similes - Conjunctions	Y2. Key Skills: - Homophones (there, their, they're; too, to, two) - Similes	Y3. Key Skills: - Homophones (there, their, they're; too, to, two) - Prepositional phrases	Y2. Key Skills: - Sentence construction (-ing and -ly, openers)	Y3. Key Skills: - Sentence construction (Openers: P.I.L.E.)	Y2. Key Skills: - Contractions (can't couldn't he's don't) - Suffixes (e.g. flykness - spiteful, ugilness, etc.)	Y3. Key Skills: - Contractions (wort shart you're they're) - Prefixes (workmistels - unkind, misguided, alsgusting, etc.)	Y2. Key Skills: - Prepositional phrases - Similes	Y3. Key Skills: - Prepositional openers (with comma) - Similes	Y2. Key Skills: - Adjectives for effect - Regular/irregular past tense verbs	Y3. Key Skills: - Expanded noun phrases (using 'and') - Past progressive tense verbs - Adverbs
	CEWs: climb, floor, many, old, she/he, there, was/were, water	CEWs: beautiful, behind, climb, heard, imagine, strange, strength, surprise	CEWs: clothes, eye/s, great, has, naughty, old, she/he, wild	CEWs: both, clothes, eye/s, great, laugh, material, naughty, strange	CEWs: because, behind, break, called, floor, great, parents, water	CEWs: appear, behind, floor, heard, strange, strength, surprise, water	CEWs: different, eye, find, naughty, only, prove, sure, thought	CEWs: different, early, guard, imagine, learn, promise, strange, thought	CEWs: beautiful, behind, could, even, every, gold, many, whole	CEWs: beautiful, behind, believe, even, every, length, special, strange	CEWs: because, children, class, different, everybody, friend, laugh, school	CEWs: children, different, everybody, laugh, learn, promise, strange, thought
	Outcome: (- Recou - Max's day (from and back	unt (b.) n home to island	- Instruc	(2.5 weeks) tions (a.) ingerbread	- Non-chrono - Create a class mo	(3 weeks) logical report nster (using Al) with chronological report liet, behaviour, etc.)	Outcome: (1.5 weeks) - Narrative (character description) - Description of Mr/Mrs Twit (i.e. appearance & personality/behaviour)		- Form (to pe - <u>Either</u> to the cour hours at local libra	: (2 weeks) al letter rsuade) acti for more opening ry or to hir Wilson for ing school libraries	- Nai (S' - Defeating a buily	: (3 weeks) rrative tory) story (i.e. Omar in the a); teacher intervenes)
	Y2. Key Skills: - Regular past tense verbs (-ed endings) - Time adverbials (first, next)	Y3. Key Skills: - Irregular past tense verbs - Time adverbials (early in the morning)	Y2. Key Skills: - Commas in a list - Imperative verbs	Y3. Key Skills: - Imperative verbs with adverbs - a/an	Y2. Key Skills: - Present tense verbs -Quantifiers (e.g. most, many, some, all)	Y3. Key Skills: - Present tense verbs - Quantifiers & Generalisers (e.g. always, often, sometimes, usually)	Y2. Key Skills: - Possessive apostrophe (singular)	Y3. Key Skills: - Possessive apostrophe (singular and plural)	Y2. Key Skills: - Personal pronouns (I, my, me, we, they, us, them, you)	Y3. Key Skills: - Personal pronouns (I, my, me, we, they, us, them, you)	Y2. Key Skills: - Adjectives for effect - Regular past tense verbs	Y3. Key Skills: - Expanded noun phrases (using 'and') - Irregular past tense verbs - Adverbs
	CEWs: different, laugh, many, naughty, old, there, was/were, wild	CEWs: climb, different, friend, group, heard, naughty, strange, wild	CEWs: after, break, different, hour, one, out, two, whole	CEWs: again, break, children, important, minute/s, quarter, should, sure	CEWs: different, find, many, most, move, natural, their, wild	CEWs: different, group, natural, often, popular, special, strange, strength	CEWs: clothes, many, naughty, old, their, two, un/kind, wild	CEWs: breath, clothes, heart, naughty, special, strange, un/natural, woman	CEWs: because, could, money, most, parents, school, should, would	CEWs: believe, difficult, imagine, important, learn, money, parents, popular	CEWs: asked, because, behind, called, children, everybody, most, only	CEWs: appear, behind, continue, difficult, everybody, promise, strenath, thought
	Outcome: - Po Diamant - Max/monsters <u>or</u> t traditional tale, e.	é Poetry wo characters from	- Narra (retell of - Using key in	: (3 weeks) tive (b.) f a story) mages to write 'The Journey'			Outcome: (2 weeks) - Narrative (dialogue) - Conversation between Mr &Mrs Twit or Mr Twit and the boys (in his garden)					
	Y2. Key Skills: - Recap word class (noun, verb, adjective)	Y3. Key Skills: - Recap word class (noun, verb, adjective)	Y2. Key Skills: - Conjunctions (and, but, because, when, so) - ly, adverbs	Y3. Key Skills: - Conjunctions (and, but, because, when, so, although, even though) - Fronted adverbials (-bu) with commas			Y2. Key Skills: - Speech bubbles - S.A.S.	Y3. Key Skills: - Inverted commas (with correct punctuation - S.A.T.S.				
			CEWs: after, beautiful, behind, gold, she/he, there.	CEWs: appear, beautiful, caught, climb,			CEWs: because, children, climb, different,	CEWs: build, different, enough, every,				

Which books are used as inspiration for each unit.

Key skills and spellings

PHONICS/SPELLING





Year 4 Phonics Catch Up

Children in year 4 who require catch up with phonics will be assessed to match their books to their development.

- Home books are read in class 3 times then taken home
- At home, children will be familiar with the book and largely independent in reading it
- Children can choose to read and share other books

Year 4 Spelling

- 4 x 10 minute spelling sessions a week on the common exception words for year 3.
- 1 x Spelling Shed lesson per week for spelling rules and patterns

READING BOOKS FOR HOME



- Most children in year 4 do not have books linked to their phonics, but they will have books matched to their reading ability.
- Regular reading and completion of star reading challenges recommends suitable books for supporting continued progress.

PE & FOREST SKILLS



PE

1 – 2 times per week

Covers fundamental skills as well as specific sports as children progress through to KS2



Forest Skills

Every year group has a 6 week block during the year.

Currently need to bring a change of weather appropriate clothes and shoes.



RAPID CATCH UP / INTERVENTION





Phonics / Reading (additional)
In class intervention
Enhanced feedback



HOMEWORK Overview



YEAR GROUP	ENGLISH READING	ENGLISH PHONICS	ENGLISH SPELLING	MATHS	OTHER
EYFS	3-5 times per week 10 mins per session Other wider reading	Home phonics folder Sounds/words/Captions Practice 3 x 5mins p/w		Numbots 10 minutes per week	Developing parent voice Further focussed tasks set by need Optional wider curriculum tasks (set half termly)
YEAR 1	3-5 times per week 10 mins per session Other wider reading	Home phonics folder Sounds/words/Captions Practice 3 x 10mins p/w	SUMMER TERM 5 Spelling Shed games per week	Numbots 2 X 10 mins per week	Optional wider curriculum tasks (set half termly)
YEAR 2	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Autumn/Spring Numbots 20 minutes per week Spring/Summer IT Rockstars 20 minutes per week Jamming/Garage	Optional wider curriculum tasks (set half termly)
YEAR 3	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 20 minutes per week Jamming/Garage	Optional wider curriculum tasks (set half termly)
YEAR 4	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Optional wider curriculum tasks (set half termly)
YEAR 5	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Additional Eng/Ma/Topic (rotate) Optional wider curriculum tasks (set half termly)
YEAR 6	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Aug-Dec: Additional Eng/Ma/Topic (rotate) Jan-May: CGP Revision books May - July: Transition projects Optional wider curriculum tasks (set half termly)





We understand that family life away from school is very busy

We see the other experiences that children have in their spare time as valuable enrichment to their development.

Our approach to homework is therefore focussed on spending a little bit of time every week rehearsing the core skills that will have a positive impact on learning in school.

Homework progresses in line with these principles from EYFS to Year 6, with some increases in expectations to help to prepare the children for their transition to high school.

+5 Reg

Regular, focused homework can improve pupil progress by 5 months



HOMEWORK in near 4



At Desford Community Primary School, we understand that family life away from school is very busy and see the other experiences that our children have in their spare time as valuable enrichment to their development. Our approach to homework is therefore focussed on spending a little bit of time every week rehearsing the core skills that will have a positive impact on learning in school. Homework progresses in line with these principles from EYFS to Year 6, with some increases in expectations to help to prepare the children for their transition to high school.



ENGLISH reading

Please listen to your child read their allocated book 3-5 TIMES PER WEEK

for 20 MINS EACH SESSION

Also share a range of other books at home with you shild including their school library book



ENGLISH Spelling

PLAY 5 SPELLING SHED GAMES PER WEEK

A list of approximately 10 new spellings linked to learning in school, are added every week. Common exception (tricky) words are also added as they





MATHS times tables

Knowing your times tables impacts significantly or general fluency and general understanding of numbers in maths.

PLEASE PLAY FOR 30 MINS EVERY WEEK



OPTIONAL WIDER CURRICULUM TASKS WILL BE SENT HOME HALF-TERMLY









HOMEWORK Overview



YEAR GROUP	ENGLISH READING	ENGLISH PHONICS	ENGLISH SPELLING	MATHS	OTHER
EYFS	3-5 times per week 10 mins per session Other wider reading	Home phonics folder Sounds/words/Captions Practice 3 x 5mins p/w		Numbots 10 minutes per week	Developing parent voice Further focussed tasks set by need Optional wider curriculum tasks (set half termly)
YEAR 1	3-5 times per week 10 mins per session Other wider reading	Home phonics folder Sounds/words/Captions Practice 3 x 10mins p/w	SUMMER TERM 5 Spelling Shed games per week	Numbots 2 X 10 mins per week	Optional wider curriculum tasks (set half termly)
YEAR 2	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Autumn/Spring Numbots 20 minutes per week Spring/Summer IT Rockstars 20 minutes per week Jamming/Garage	Optional wider curriculum tasks (set half termly)
YEAR 3	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 20 minutes per week Jamming/Garage	Optional wider curriculum tasks (set half termly)
YEAR 4	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Optional wider curriculum tasks (set half termly)
YEAR 5	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Additional Eng/Ma/Topic (rotate) Optional wider curriculum tasks (set half termly)
YEAR 6	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Aug-Dec: Additional Eng/Ma/Topic (rotate) Jan-May: CGP Revision books May - July: Transition projects Optional wider curriculum tasks (set half termly)











Please listen to your child read their allocated book:

3-5 TIMES PER WEEK

for 20 MINS EACH SESSION

Also share a range of other books at home with your child, including their school library book.



THE READING RAFFLE

Read 3 times per week (signed by a parent) to enter Prizes once per half term in each class



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PLAY 5 SPELLING SHED GAMES PER WEEK

A list of approximately 10 new spellings linked to learning in school, are added every week. Common exception (tricky) words are also added as they taught in school.





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MATHS times tables

Knowing your times tables impacts significantly on general fluency and general understanding of numbers in maths.

PLEASE PLAY FOR 30 MINS EVERY WEEK
A VARIETY OF 'JAMMING' & 'GARAGE' GAMES



WIDER CURRICULUM HOMEWORK





Year 4 Optional Homework Tasks - Autumn 1

<u>All of</u> the recommended tasks below link to the subjects that we will be learning this half term. Choose as many of the tasks that you wish to complete. Completed tasks can be brought into school to share, or pictures shared via Dojo.

<u>History</u> Why did the Romans settle in Britain?	<u>PSHE</u> Rights, Rules and Responsibilities	E <u>-Safety</u> ∰ How can I stay safe online?
Create a quiz (5-6 questions) to ask the children in class, focusing on the reasons behind Roman settlement in Britain.	Write short stories that highlight characters facing dilemmas related to rights and responsibilities. We can share your stories with the class.	Create a poster to show how we can stay safe online. This could be a poster created either using paper or digitally.
_ ? _ ?		Everyone across the school will have this as a task and we can't wait to see them all and put some up around school!
<u>Science</u> What happens once food enters our body?	<u>Music</u> How can motifs be adapted?	<u>Art</u> What are mosaics?
Create a digestive system model using play-dough or craft materials. Label the key parts such as the mouth, oesophagus, stomach, small intestine, and large intestine. Discuss the roles of each part in the digestion process.	Create a short story or picture that represents a specific motif. You can then share your interpretations with the class.	Investigate examples of mosaics from different cultures and time periods. Write a short summary explaining the history and significance of mosaics.

TRIPS



Currently being matched to our updated curriculum.

All trips are linked to curriculum objectives.

RESIDENTIALS





Y2 School Sleepover (1 night) 20th June 2025 Y4 Beaumanor Hall (2 nights) 23rd – 25th Sept 2024 Y6 Hilltop (4 nights) 28th Oct – 1st Nov 2024

EXTRA CURRICULAR



Summ	er Term 2:	September -	Octo	ober 2024
Before Schoo	l, 08.00-08.45			
Thursday				
Years 3, 4	Dodgeball With Coach Unlimited	7 Sessions: Sept 5th, 12th, 19th, 26th Oct 3rd, 10th, 17th	£21	1 Spaces
Y1, Y2	y L Soach U smited	Sessin S. vt, 2nd, 9th, 16th, 23rd, 30th Oct 7th, 14th	£21	16 Spaces
		7 Sessions:		16 Spaces
Monday Y5, Y6	Table Tennis With Mr Little & Mrs Singh-Barmi	Sept, 2nd, 9th, 16th, 23rd, 30th Oct 7th, 14th	£21	
	With Mr Little & Mrs	23rd, 30th Oct 7th, 14th	£21	
Y5, Y6	With Mr Little & Mrs	23rd, 30th	£21	16 Spaces
Y5, Y6 Tuesday	With Mr Little & Mrs Singh-Barmi	23rd, 30th Oct 7th, 14th 7 Sessions:		
day 6 day	With Mr Little & Mrs Singh-Barmi	23rd, 30th Oct 7th, 14th 7 Sessions: Sept, 3rd 10th, 17th, 24th Oct 1st-8th-15th 7 Sessions: Sept, 3rd 10th, 17th, 24th		
Y6	With Mr Little & Mrs Singh-Barmi Girl's Football With Coach Unlimited	23rd, 30th Oct 7th, 14th 7 Sessions: Sept, 3rd 10th, 17th, 24th Oct 1st-8th-15th 7 Sessions:	£21	16 Spaces

- Half termly from the office
- Sign up via the office
- Cost to cover staffing and resources

QUESTION & ANSWER



SEND







- The school SEND policy and SEND Information report are on the school website. Please read through and contact us if you wish.
- If your child has an identified need or diagnosis, please share this information with the class teacher.
- Initial concerns, contact class teacher in the first instance to talk about how your child presents in class, how they are coping with the work, and whether they may benefit from additional support or strategies.
- If you have any questions at all, please feel free to contact the school SENCO to arrange a meeting.

Special educational needs and disability code of practice: 0 to 25 years

THE PUPIL PREMIUM



What is The Pupil Premium?

- The Pupil Premium is extra government money which is paid to schools to support children's learning and development.
- We can support you in finding out if your child could receive the extra money.

What are the benefits to my child?

- Additional training for staff that benefits the support or activities provided
- Extra tools, materials and equipment to help with learning in school or at home
- Free or subsidised access to before and after school clubs, activities and music lessons
- Access to some free school uniform



THE PUPIL PREMIUM



Do I qualify to claim Free School Meals?

Families of children and young people in full-time education at any school maintained by Leicestershire County Council may be entitled to claim free school meals, providing they receive a qualifying benefit.

What are the criteria for qualifying for FSM

Some of the current criteria for claiming free school meals are:

- Income Support (IS)
- Employment and Support Allowance (Income Based)
- Child Tax Credit, provided the annual taxable income, as assessed by the Inland Revenue is not in excess of <u>£16,190</u>. Families who also receive an award of Working Tax Credit <u>do not</u> qualify to claim for free school meals
- Support under part VI of the Immigration and Asylum Act 1999

THE PUPIL PREMIUM



How do I apply for Pupil Premium Funding and Free School Meals?

- Send an E-mail to <u>freeschoolmeals@leics.gov.uk</u>
- Request an application form on 0116 3056588 or 0116 3057093

Apply via telephone on 0116 3056588 or 0116 3057093



QUESTION & ANSWER



COMMUNICATION



IRIS | ParentMail

School Office

Most information you receive will be from ParentMail or can be found on the school website and website diary.

PLEASE USE SCHOOL OFFICE TO:

- Notify school about pupil absence & medical needs
- Inform us about pupil collection arrangements
- May payments for clubs, trips or dinners
- Contact a member of staff

WHAT TO EXPECT

- Newsletters and important information
- Notification about upcoming events
- Booking details for before/after school clubs
- A response to any enquiries



A behaviour system that gives a direct link to the classroom and way of contacting the class teacher.

PARENTS/CARERS ARE INVITED TO USE CLASS DOJO TO:

- Ask short questions about learning or behaviour
- Arrange a meeting with the class teacher
- Make enquiries about homework

WHAT TO EXPECT FROM CLASS DOJO

- A short response to your message within 2 working days
- Photos and information about class activities
- Information and reminders about homework
- Short messages from staff to arrange meetings.

Staff are not required to respond to enquiries outside of their working hours.

COMMUNICATION



DCPS Diary Datesand information

Updated ## Month Year



Key Information & Dates

This page provides parents and carers with key information and dates as a point of quick reference. If there is information that you would like that is not listed, please contact the school office.

The School Website Calendar

This contains all planned dates and is updated regularly.

To view the calendar or add it to your own device, please click
on the following link:

https://www.desford.leics.sch.uk/school-calendar/

Assemblies & Class Visits

Children present and share learning and achievements in a year group assembly, and parents have the opportunity to come together as well. Class visits are an opportunity to look at your learning the classroom and chat informally with the

	Assemblies	2	0 (Mon/Fri)
EYFS	14 th June 2:30pm	П	Spr2
Year 1	3rd May 2:30pm	П	Spr2
Year 2	26th April 2:30pm		Spr2
Year 3	15 th March 2:30pm		um2
Year 4	1 st March 2:30pm	Г	Im2
Year 5	9th February 2:30pm	Г	
Year 6	2 nd February 2:30pm		4 112

Performances/Celebrat

There are a range of performances across the sc summary of some of the bigger ones. Other event in due course and more information circulated close event.

in due course and more into	illiation circu	iateu c	103	event.	
EYFS Nativity	13 Dec 2:0	0pm	1	30am	l
KS1 Carols	18 Dec 2:5	Opm (i	n th	ound)	L
Y3/4 Carols			1		
Y5/6 Carols		.5am	20		
Year 6 Play and		26 J		26 June	Г
Leavers Assemblies	5:30 pm	1:30	pm	5:30pm	l
Y6 Leavers Assembly	9 July 2:15pm			ı	

Parents' Evenings & Reports

Parents evenings and reports provide information and the opportunity to discuss attainment, progress and personal & social aspects of school life with your child's teacher.

Autumn Term: Week beginning 9th Oct 2023 (by appointment)
Spring Term: Week beginning 12th Feb 2023 (by appointment)
Summer Term: End of Year Report July 2023

Sports Day

Years 3/4/5/6 Tuesday 18th June - morning EYFS/Y1/Y2 Tuesday 18th June - afternoon (reserve date - Wednesday 19th June)

Residentials

Year 2 School 'Sleep Over' 21st June 2024 (1 night)
Year 4 Beaumang, Hall 25th - 27th September (2 nights)
Year 6 Hilltop 23rd - 27th October 2023 (4 nights)

National Assessment Dates

Please ensure that children in the following year groups are in school, illness permitting, for the following periods so that they are able to complete the national assessments that they are required to do in their year group.

п				
	EYFS		Baseline Assessment: th October 2023	
1	Vacanta	Phonics	Check: 10th-14th May 20	
		KS1 SATS	May 2024	
		Multiplication	check: 3rd-14th Jun	
1	Year 6	KS2 SATS: 13	(2024	

Communication gag

In addition to the website, assemble parents' evenings and reports, there a ways in which

ntimal and Class Dojo are hunication - information ab information on the following page

- The classroom door: Staff shie s an queries at the end of the school classroom door when they have the control of the classroom door when they have the control of the cont
- School Volunteers: Aff
 parent vo
 lassroom xperience in schools or simply to

open mornings/trips: Parents will sometimes be invited to help out with activities with the children in school or on school trips, giving a snapshot of what it is like to be a child at DCPS.

Pupil Sickness and Diarrhoea

Please remember to keep your child off for a full 48 hours in the event of sickness or diarrhoea. These are Public Health recommendations in order to minimise the chances of spreading germs. Guidance for this and other conditions can be found by <u>clicking here</u>.

We appreciate that this can cause inconvenience to your own work patterns, but unfortunately, we have to treat most cases the same

DATES: AUTUMN 2nd HALF TERM

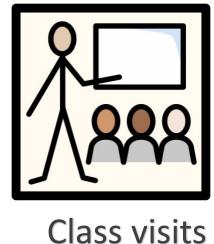
Date	Event	Other		
23 rd October 2023	School Opens			
23 rd Oct – 27 th Oct 2023	Y6 Hilltop Residential	Info will be sent home		
24 th – 26 th Oct 2023	Be Kind Allotment Online Pumpkin Auction	Online event hosted by FODCPS		
27 th October 2023	EYFS 2024 intake – Open Days	lease inform omice it you like to attend		
30 th October 2023	Hallower rvest F	More information on school website		
October 20	Deadline f s ondary ool adm ons	For current starting Y7 August 2024		
vember 20	Y. pace C re	More i rmation to follow		
rd N ember 20.	Re-th you nind la	Mental Halth artwork project		
.0 th No mber 20	D 5 Ren nbrand ssembly	ith possible light to the war memorial		
12 th Nov ber 20.	St artins nembr ce Service	ut Land the War Memorial		
12 ^{cr} Novel er 202)iwali	Events in and around Leicester		
13 th Novem 202	World Kindness Day	Linked with anti-bullying week activities		
13 th – 17 th November 2023	Anti-Bullying Week	Related activities and lessons in school		
16 th November 2023	School Photos - Individual and Siblings	Wear usual school uniform		
17 th November 2023	Children in Need	Related activities and lessons in school		
17 th November 2023	EYFS 2024 intake – Open Days	Please inform the office if you like to attend		
23 rd November 2023	PARENT OPEN MORNING Making Ymas Decorations with children	For St Martins Christmas Tree Festival		

COMMUNICATION & ENGAGEMENT













REPORTING TO PARENTS



SUMMER TERM SPRING TERM AUTUMN TERM School Report August 2023 - July 2024 Class Parents' Class Class Parents' **Evening Evening** Visits **Visits Visits End of Year** Report

QUESTION & ANSWER

