

My Times Tables

2 times table

0	x	2	=	0
1	x	2	=	2
2	x	2	=	4
3	x	2	=	6
4	x	2	=	8
5	x	2	=	10
6	x	2	=	12
7	x	2	=	14
8	x	2	=	16
9	x	2	=	18
10	x	2	=	20
11	x	2	=	22
12	x	2	=	24

5 times table

0	x	5	=	0
1	x	5	=	5
2	x	5	=	10
3	x	5	=	15
4	x	5	=	20
5	x	5	=	25
6	x	5	=	30
7	x	5	=	35
8	x	5	=	40
9	x	5	=	45
10	x	5	=	50
11	x	5	=	55
12	x	5	=	60

10 times table

0	x	10	=	0
1	x	10	=	10
2	x	10	=	20
3	x	10	=	30
4	x	10	=	40
5	x	10	=	50
6	x	10	=	60
7	x	10	=	70
8	x	10	=	80
9	x	10	=	90
10	x	10	=	100
11	x	10	=	110
12	x	10	=	120

Practise
your times
tables on
your
whiteboards



Grange Park
Primary School

Welcome to Oak class

Information for Year 3 parents: September 2023



Staff

**Class teacher(s):
Elaine Tatch and Debbie Hagen**

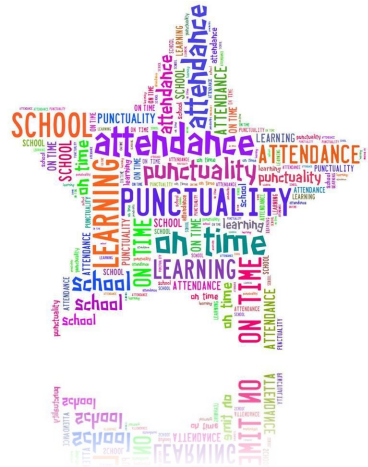
Support staff: Maria

**Year group Achievement Leader:
Rebecca Neale**



Attendance and Punctuality

- Children achieve most when they are in school on time every day. We have a whole school target of 97% attendance. A positive and prompt start to the day is important for the whole class in order to feel confident, settled and to achieve their best
- Our day starts with a meet and greet with the adult welcoming the children into the classroom, late children miss this opportunity and the adult misses the opportunity to touch in with each of the children
- Doors open from **8:45am** and children should be in class very soon thereafter
- Children arriving **after 08:55** will be marked late on the register
- If your child is ill or absent due to a dental or medical appointment, please notify the school via ParentMail. Wherever possible please book appointments outside school hours
- Parents must warn the office in advance of early collections **and if a child is going home with a different adult.**
- Percentages for attendance and punctuality across the school are featured in our family assemblies and the school Newsroundup



End of the day

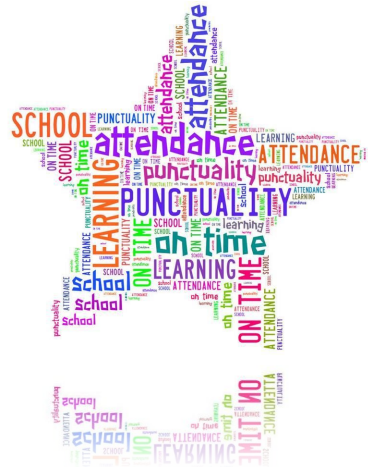
The day ends at 3:25pm for all the children in Reception - year 6:

- Please collect your child from the Year 3 /5 playground outside Oak Class.

Please could you wait **on the playground** rather than on the path or by the door. This is to allow the children to walk up easily and so that parenta can talk to the teacher privately if they wish.

-
- Please send the office an email if you wish your child to walk up to the reception playground and meet you there.
- There are many enrichment club opportunities after school.
- Wrap around care offered, Extend, information on the Website

After school enrichment clubs finish at 4:30pm, and the Extend Afterschool club finishes at 5:50pm.

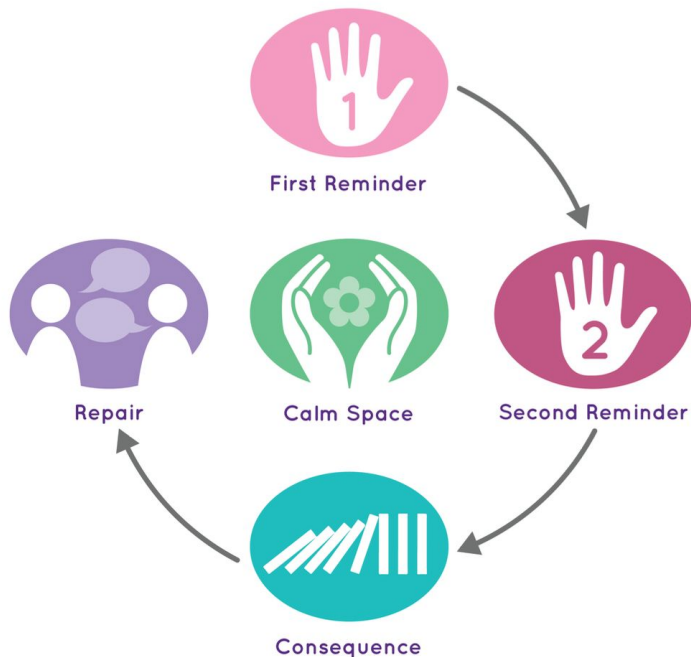


Behaviour for learning

- We have high expectations of children's behaviour in the classroom, when moving around the school and at play and lunchtimes.
- We recognise and celebrate positive behaviours wherever they are seen, using them as a model to inspire and share with others.
- We expect children to follow 'The Grange Park Way' at all times and take responsibility for themselves, others and the environment.
- We have 3 step routines for all transitions and key points in the day to ensure the children understand our expectations and know how to follow them.
- Routines provide a sense of stability and predictability



The Grange Park Way Behaviour Pathway



- If children are displaying unwanted behaviours (whether they are instigators or retaliators) we will support them to make positive choices using the Grange Park Behaviour Pathway. If they are unable to meet our expectations there are consistent and fair consequences followed by repair using a restorative approach.
- We expect the children to take ownership of these unwanted behaviours and therefore accept the school's consequences. We expect children to trust that all children involved have been treated consistently and fairly.
- Your support is invaluable in ensuring that children know and understand what is expected of them when in school, and that they accept their role in poor choices that have been made. We also will not necessarily feel that our choices need to be explained in detail as they are consistent and fair according to our behaviour for learning guidelines (found on the school website).
- We will also not discuss other children with parents as this does not safeguard those children.

We acknowledge positive behaviour by...


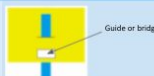
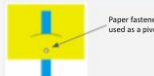




Recognition	<ul style="list-style-type: none">● Positive notes - Proud Post slip● 'Special Mention' in weekly celebration assembly followed by proud post slip● Class recognition board● Character/Values stickers● 'Gotcha' tokens● Headteacher/Deputy Headteacher awards
Messages home	<ul style="list-style-type: none">● Phone calls● Emails
Always Star badge	<ul style="list-style-type: none">● For those children who 'go above and beyond'

Our learning connections

- As teachers we understand that learning is most successful when the children have had the opportunity to make connections with learning they have done in the past and will be doing in the future. Learning also should be organised and meaningful.

Grange Park Primary School Year 1 Spring 1 Design and Technology

Sliders and levers (mechanisms): A page with moving parts for an information book on the history of London transport

Key People and Events	Key Knowledge and Skills	Key Vocabulary
<p>1750 The first movable books, called <i>Hortiquades</i>, had flaps which changed the stories and pictures.</p> <p>1862 A German man called Luther Meigendorfer made the first book with levers. The levers made different parts of the pictures move.</p> 	<p>Simple slider with guide</p>  <p>Guide or bridge</p> <p>Simple lever</p>  <p>Paper fastener used as a pivot</p> <p>Sliders move from side to side and up and down</p>  <p>Front view of slider</p>  <p>Rear view of slider</p> 	<p>slider A rigid bar which moves backwards and forwards along a straight line.</p> <p>lever A rigid bar which moves around a pivot. Levers are used in many everyday products such as door handles, seesaws.</p> <p>pivot Fixed point that a lever rests on.</p> <p>mechanism A device used to create movement in a product.</p> <p>product An item designed to do a particular job.</p> <p>guide or bridge A short card strip used to keep sliders in place and control movement.</p> <p>slot The hole through which a lever or slider is placed to enable part of a picture to move.</p> 



Grange Park Primary School

Year 5 Summer 2: What a Wonderful World

The Environment and Coastal Erosion

Curriculum connections



<p>4 English</p> <p>Fiction - Finding Tale <i>Kensuke's Kingdom</i> - Michael Morpurgo To use a range of writing tools such as 'show don't tell', personification, rhetorical questions and power of three to build descriptive paragraphs. To develop a character over a story arch. To explore different story structures including flashbacks.</p> <p>Non Fiction - Persuasive Writing To use a range of cohesive devices to link ideas within and between paragraphs. To identify the purpose of a piece of writing and select the appropriate form to suit the reader. To start using the active and passive voice to achieve an intended effect.</p>		<p>4 Maths</p> <p>Addition and subtraction - Solve addition and subtraction multi-step problems, use rounding to check answers, use column method to solve addition and subtraction questions using numbers up to 4 digits.</p> <p>Multiplication and division - recognise and use square and cube numbers, factors and multiples, solve problems including all of the above, use written methods to multiply and divide 4 digit numbers.</p> <p>Fractions, decimals and percentages - add and subtract fractions with the same denominator or a denominator that are multiples of the same number, recognise mixed numbers and improper fractions and convert between the two, solve problems that involve converting between fractions, decimals and percentages</p> <p>Statistics - complete, read and interpret information in tables.</p>
<p>4 Geography</p> <p>Geography - Environment and Coastal Erosion Understand the causes of global warming and what mankind is trying to do to reduce the impact. Understand that global warming will impact people differently across the globe. Know the key geographical features of coasts. Understand what causes coastal erosion, longshore drift and their effect on Walton-on-the-Naze.</p>	<p>5 Switched and Circuits Design a fairground ride to be a new attraction at Walton on the Naze using simple circuits, switches and bulbs. Draw and annotate diagrams using circuit diagrams where appropriate Produce detailed step-by-step plans Include a motor to turn ride/lights which can be switched on.</p>	

Grange Park Learning Quest 2021

Our topics for this year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2	
Year 3 History/ Geography	Natural Disasters: Rivers, volcanoes, tsunamis and earthquakes	Hunter Gatherers: Life in the Stone Age and how the discovery of flint led to self-sufficiency	Magnificent Metals: Bronze Age and Iron Age. Learn about how these metals improved the quality of life. Children decide when it was	Keeping it Local: Drawing and learning about maps of the local area	Ancient 4 Civilisations Looking at commonalities – building along a river Ancient Sumer Shang Dynasty Ancient Egypt Indus Valley	Tomb Raiders: Ancient Egyptian life, beliefs and culture – in depth
Year 3 Art/D&T	Paint: Compositions of natural disasters inspired by Stephanie Peters	Draw: Compositions inspired by cave art using a variety of drawing techniques	Textiles: Design and make a bag for a Stone Age hunter gatherer	Food: Design, make and evaluate a pizza. Know how to use appropriate equipment and utensils to prepare and combine food	Shell structures: Design and make a keepsake in the style of Egyptian funerary items	

The curriculum

We ensure our pupils experience a broad and balanced curriculum and have a long-term memory of an ambitious body of knowledge.

Our coherently planned curriculum uses the National Curriculum as the basis for subject content and expectations. It is planned and sequenced, so that new knowledge and skills build on what has been taught before, towards clearly defined **end points**. It informs what pupils need to know and be able to do to reach those points.

These end points can be found on our website in the curriculum tab.

[English - Grange Park Primary School](#)

[Mathematics - Grange Park Primary School](#)

Year 3 writing

Objective

Use further prefixes and suffixes and understand how to add them (English Appendix 1)

Spell further homophones

Spell words that are often misspelt (English Appendix 1)

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Use the first two or three letters of a word to check its spelling in a dictionary

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Plan their writing by: discussing and recording ideas

Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)

Draft and write by: organising paragraphs around a theme

Draft and write by: in narratives, creating settings, characters and plot

Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements

Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense

Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause

Develop their understanding of the concepts set out in English Appendix 2 by: using fronted adverbials

Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by: using commas after fronted adverbials

Indicate grammatical and other features by: indicating possession by using the possessive apostrophe with plural nouns

Indicate grammatical and other features by: using and punctuating direct speech

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

End points for English. reading and maths can be found on the website.

Strand

Transcription

Transcription

Transcription

Transcription

Transcription

Transcription

Handwriting

Handwriting

Composition

Composition

Composition

Composition

Composition

Composition

Composition

Composition

Composition

Composition

Vocabulary, grammar and punctuation

Vocabulary, grammar and punctuation

Vocabulary, grammar and punctuation

Vocabulary, grammar and punctuation

Vocabulary, grammar and punctuation

Vocabulary, grammar and punctuation

Vocabulary, grammar and punctuation

Vocabulary, grammar and punctuation

Vocabulary, grammar and punctuation

Vocabulary, grammar and punctuation

Year 3 maths

Objective

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

Compare and order numbers up to 1000

Identify, represent and estimate numbers using different representations

Read and write numbers up to 1000 in numerals and in words

Solve number problems and practical problems involving these ideas

Add and subtract numbers mentally, including: a three-digit number and ones

Add and subtract numbers mentally, including: a three-digit number and tens

Add and subtract numbers mentally, including: a three-digit number and hundreds

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

Estimate the answer to a calculation and use inverse operations to check answers

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

Recognise and show, using diagrams, equivalent fractions with small denominators

Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]

Compare and order unit fractions, and fractions with the same denominators

Solve problems that involve all of the above

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Measure the perimeter of simple 2-D shapes

Add and subtract amounts of money to give change, using both \pounds and p in practical contexts

Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight

Know the number of seconds in a minute and the number of days in each month, year and leap year

Compare durations of events [for example to calculate the time taken by particular events or tasks]

Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Recognise angles as a property of shape or a description of a turn

Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Interpret and present data using bar charts, pictograms and tables

Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Strand

Number – number and place value

Number – number and place value

Number – number and place value

Number – number and place value

Number – number and place value

Number – number and place value

Number – addition and subtraction

Number – addition and subtraction

Number – addition and subtraction

Number – addition and subtraction

Number – addition and subtraction

Number – addition and subtraction

Number – multiplication and division

Number – multiplication and division

Number – multiplication and division

Number – fractions

Number – fractions

Number – fractions

Number – fractions

Number – fractions

Number – fractions

Number – fractions

Measurement

Measurement

Measurement

Measurement

Measurement

Measurement

Measurement

Geometry – properties of shapes

Geometry – properties of shapes

Geometry – properties of shapes

Geometry – properties of shapes

Statistics

Statistics

How to support at home

Reading

By the end of the Y3 children need to be able to:

- Apply their knowledge of root words, prefixes and suffixes to both read and understand new words - [click here](#) for
- Develop positive attitudes towards reading and understanding of what they read by:
 - Listening to and discussing a wide range of texts (fiction, poetry, plays, dictionaries etc);
 - Become increasingly familiar with a wide range of books (fairy tales, myths and legends) and retelling some of these orally;
 - Identifying themes and conventions in a wide range of books
 - Discussing words and phrases that capture the readers interest
- Understand what they read, in books they can read independently, by:
 - Checking that **the text makes sense to them**, discussing their understanding and explaining the of words in contexts
 - Drawing **inferences** such as inferring characters' **feelings, thoughts** and **motives** from their actions, and justifying inferences with **evidence**
 - **Predict** what might happen from details stated and implied
- Retrieve and record information from non-fiction
- Participate in discussions about both books that are read to them and those they can read for themselves.

Home School Diary and Reading Record (purple books)

- Home School Diaries are used in KS2. These contain support materials for maths, reading, spelling lists, handwriting, recommended reads and question stems to support reading at home
- They also contain all digital logins for the children
- These books need to be in school each day
- These books double up as Magpie Books, providing the children with space to note down interesting phrases spotted in their reading
- This is where parents (or your child - depending on their age) should record their child's daily reading, note new and tricky words they have read, and where you will find our school word of the week to practise and use in everyday conversation.

Week Commencing Date: _____

READING LOG		
Book and Date	Comments	Sign

WORD OF THE WEEK

WORDS I HAVE FOUND TRICKY FROM MY READING BOOK

NEW WORDS FROM MY READING BOOK

Home School Diary and Reading Record (purple books)

- Children will be sent home with one banded book and one reading for pleasure book. WE will offer them chances to change their books but It is **their responsibility** to change it when they have finished it. Please remind them at drop-off.
- Their coloured book band will be on a label in the front of the diary. When this changes we will ask the children to write their new book band on the label.
- In year 3, some of the children will still be on RWI which will make them priority readers.

- **In year 3, there is a shift of focus, towards comprehension:**


Whole class reading is 3 x per week, and we read 1: 1, once a week for half an hour (this is approximately 6-8 children per week).

Unless your child is a priority reader, you will see that their reading record is signed by a teacher twice during the half term. However, we will be listening to them read during guided reading at least once a week.

- **Monday** - **Reading Hub**. How children will change books
- Birthday book - We have labels to naming the child who donated it. Please speak to us if you want some ideas about which books to buy.
- For additional information on reading with further recommended reads, please visit our [website](#)


Home School Diary and Reading Record (purple books)

- At Grange Park we take handwriting and presentation very seriously.
- We use the Nelson Handwriting scheme and you can find some guidance for this in the children's Home School Diary.




Getting ready to write

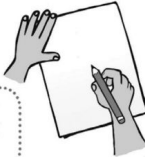
Are you sitting comfortably with both feet on the floor?




Are you holding your pencil correctly?



Is your paper at the correct angle?



Handwriting Checklist

- ? Are you forming your letters correctly?
 - ? Are any letters too tall or too short?
 - ? Are any descenders too long or too curly?
 - ? Is there a space between your letters?
 - ? Is there a space between your words?
 - ? Are you making the four joins correctly?
 - Diagonal joins to letters without ascenders
ai, ar, un
 - Diagonal joins to letters with ascenders
ab, ul, it
 - Horizontal joins to letters without ascenders
ou, vi, wi
 - Horizontal joins to letters with ascenders
ol, wh, ot
- 



Special events, trips, residential and visitors

- Woodcroft Wildspace is the first trip (half day) Friday 29th September
- Our class assembly in the Round Hall: Friday 13th October
- Spring term there is a recorder concert
- Celtic Harmony trip - autumn 2
- Trip to Petrie museum - summer
- Remember to look at the News Roundup for dates of all forthcoming events.

Parents, please be reminded that while our trips do ask for voluntary contributions, please do contribute as much as you can as trips, workshops and visitors will have to be cancelled if we don't get enough contributions

IT at Grange Park

- In order to succeed in this ever-changing landscape, Connect Education Trust believes that its pupils are going to have to learn new skills later in their life. Roll out of 1:1 Chromebooks in 2020
- IT skills are taught in computing and then used across the curriculum to enhance learning. We teach ONLINE SAFETY EACH TERM
- The children use many Apps at school. Some are facilitated by the teacher for example G Suite (Slides, Docs, Sheets, Jamboard, Earth, Drawings and Classroom), Google Expeditions, Nearpod, Flipgrid, ScreenCastify, ThingLink and Adobe Spark, and the children have logins for others:

Apps used by the children (with logins)	
Y1 - Y6	Spelling Shed
Y1 - Y6	Google Classroom
Y2 - Y6	TTRS
Y6	SATs companion
Y4 & Y5	Mirodo
Y1	Numbots

- Weekly spelling tests are completed on the Spelling Shed App

Chromebooks

- Will be receiving an agreement to sign this week (Y1 only)
- Must be brought to school daily, fully charged
- Ensure it is treated with care
- Ensure use is monitored at home - the chromebooks are for educational purposes only, and to be used by your child only

At school we teach online safety discreetly and through parts of the curriculum, we monitor use and ensure that the equipment is for the sole use of your child. Children are given adequate time off the chromebooks.



IT safety

Parents, please ensure you are also monitoring your child's IT use on their other personal devices.

Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

Under 13



13+



16+



18+ or 13 with parent's permission



17+



Forest School at Grange Park

Chloe Goldsmith and Timothy Brooker are qualified Forest School leaders, and they plan for and deliver our Forest School program. They work closely with our teachers who also, at times, deliver the forest school curriculum.

Each year group (Nursery - Y6) has been timetabled over the course of the year. You will be provided with more information prior to your child taking part in Forest School.



Forest School at Grange Park

The impact this program has on the children that have already had the experience is significant:

- Our Forest School program is multi-sensory and has supported the improvement of concentration and the motivation to learn.
- Our program has also supported our children to gain more independence and self-confidence.
- Our program has supported their skills to work together and collaborate in group tasks
- It also reduces anxiety and builds resilience
- We have noted the improvement in the children's communication skills.
- Our program also has a significant impact on children with any additional needs.

Home Learning





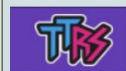

- Home Learning expectations are also set out very clearly for parents on the website: [Home learning guidance](#)
- A home learning timetable is uploaded to the children's Google classroom every week to ensure they are able to navigate with ease



Home Learning Guidance: Year 2

- All home learning is set on a Friday and due back the following Friday morning (at the latest)
- Home learning is set out on a weekly timetable that includes useful links in order for children and adults to access it easily. These timetables also include additional subscriptions and optional home learning.
- When home learning is submitted on the Google Classroom there will be an acknowledgement by the teacher.

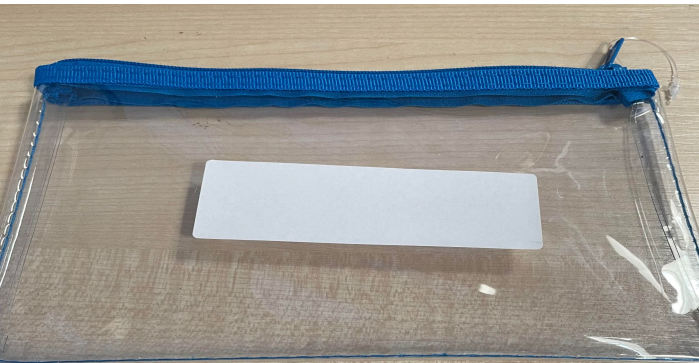
	Reading	Writing	Maths	Humanities	Additional
Year 2	<p>1 reading for pleasure book sent home. Read to the child by their parent/s.</p> <p>1 Read, Write, Inc book/banded book when they are ready. Read daily, reading record signed 3 times a week.</p> <p>Bug club (additional reading material: optional).</p>	<p>Fortnightly English set on the Google Classroom. This is a range of punctuation, grammar and writing activities.</p> <p>Text maps are sent home for the children to practise. (Optional)</p> <p>Word of the week (2 words sent home to be used and practised).</p> <p>Spelling shed (spellings set weekly, daily practise expected)</p>	<p>Fortnightly maths set and submitted on Mymaths.</p> <p>Times Table Rock Stars: practise at least 3 times per week.</p>	<p>Humanities project set on the Google Classroom.</p>	<p>Weekly knowledge organiser shared with the children and adults.</p> <p>Optional pre learning set weekly for English or maths or both.</p> <p>Computing: 3 weekly cycle : Howdau, touch typing, esafety.</p> <p>Throughout the year, Growth Mindset and Acts of Kindness home learning can be set.</p>

Pre learning	SpellingShed	Maths	Computing	TTRS	English
<p>If you feel you benefit from overlearning or pre learning content and new vocabulary, click here to go through our topics for next week.</p> <p>Pre learning link</p> 	<p>Practice your spellings on Spelling Shed at least 3 times a week. You will be tested on Friday.</p> <p>EdShed link</p> 	<p>Recap your learning on mixed and improper fractions on Mymaths. Remember to complete the lesson BEFORE answering questions.</p> <p>MvMaths link</p> 	<p>Complete the HowDoU assignments. Upload evidence of your badge.</p> 	<p>Practice your timetables on TTRS at least 3 times a week. There is a school competition where the best class gains a prize. Will it be us?</p> <p>TTRS</p> 	<p>Rehearse your text map at least 3 times a week. Upload a video or audio clip of your performance.</p>  <p>Read for 15 minutes every day and record this in your reading record.</p> <p>Our 'Word of the Week' is: Ancestor Putrid</p>
<p>Humanities project: Early Islamic Civilisation Research a key figure from the Islamic Golden Age and present your findings as a poster, model, video, animation, powerpoint or painting. More information and ideas can be found here. The deadline for this half term's project is DATE.</p>					
<p>Knowledge organisers for this half term: Link here. Please use these to support your home learning.</p>					
<p>Additional subscription sites (optional home learning): Numbots link, Bug club link</p>					

Resources

Children from Year 1 - Year 6 have been asked to bring their own pencil case and stationary to school. This enables children to take care and have a sense of responsibility for their belongings.

- 1 x Clear pencil case (20cm X 12cm) e.g. [Clear Pencil Case](#)
- 1 x A glue stick e.g. [Pritt Glue Stick Amazon link](#)
- 3 X HB pencils ([Staedtler Noris/Yellow and Black HB](#)) e.g. [HB Pencils](#)
- 1 x Purple pen (ball point) [Purple Pens](#)
- 3 x Whiteboard pens [Whiteboard Pens](#).
- 1 x Sharpener [Pencil Sharpener](#)
- 1 x Rubber [Rubber FOR ART ONLY](#)
- 6x Colouring Pencils [colouring pencils](#)
- Box of tissues for the classroom [Tissues](#)



School uniform - on the website:

Grange Park Primary School Uniform

It is very important that ALL children come in the correct school uniform and footwear, including PE kits, parents will be notified if the children are not in correct uniform.

Girls

- Purple sweatshirt/cardigan (with logo)
- White or grey polo shirt (with logo)
- Grey pinafore/skirt/trousers (no leggings please)
- Purple and white gingham summer dress
- Grey summer shorts
- Black shoes (strong and flat heeled) or plain black trainers (no logos or colour on trainers)
- White socks
- Grey/black tights

Boys

- Purple sweatshirt (with logo)
- White or grey polo shirt (with logo)
- Grey trousers
- Grey summer shorts
- Black shoes (strong and flat heeled) or Plain black trainers (no logos or colour on trainers)
- Grey/black socks

Note: We are phasing in the grey polo shirts and purple PE T- shirts. Your child can continue to wear their white ones.

Please ensure that all items of uniform, PE kit and other belongings are clearly labelled with your child's name.

For health and safety reasons no jewellery should be worn with the exception of religious items, stud earrings and watches. Make-up and nail polish are not permitted.

School uniform - on the website: Grange Park Primary School Uniform



Our PE days are: Tuesday and Thursday

Children should wear their branded PE kit on the days they have PE.

Children must remove all earrings and watches before PE and games lessons. Long hair should be tied back.

PE Kit

- Black shorts
- White OR purple PE T-shirt (with logo)
- Black plimsolls or plain black trainers (not studded please and separate to the shoes worn during the day)
- Grey winter sweatshirt (with logo)
- Grey winter joggers (with logo)
- Leggings and other colour joggers/sweatshirts are not permitted
- Light mac in sac (with logo)



School uniform - on the website: Grange Park Primary School Uniform

Additional items to purchase if your child would like to have them

Other

- Purple fleece and/or reversible coat (with logo)
- Purple woolly hat and baseball cap (with logo)
- Purple/white/black/grey hair ribbons/bobbles/hairbands and hijabs
- Wellingtons/boots in wet or snowy weather (to be removed when children enter the school building)
- Purple PE bag (with logo)
- Purple book bag (with logo)
- Purple rucksack - small and large available (with logo)

Communication

If you need to communicate something that is **not urgent**:

- Write a note in the Home School Reading Book and **ask your child to give it straight to the teacher**
- Leave a message with the school office to be passed on, telephone or send an email to office@grangeparkprimaryelt.org
- Speak to us informally after school, **once the class has been safely dismissed**

For urgent matters, please telephone or email the school office to make an appointment at a mutually convenient time.

There are many staff members you can speak to:

- 1) Teacher/support staff
- 2) Achievement leader: more serious concerns that cannot be resolved by speaking to the teacher
- 3) Assistant Headteacher: concerns that cannot be resolved through the teacher or achievement leader

Communication

We also communicate with parents through parent workshops. Look out for these in the Autumn 1 term:

Date	Workshop
Wednesday 13 September - 9:15am	English conversation classes start - Round Hall
Thursday 14 September - 5pm	Secondary transfer Meeting - Round Hall
Friday 22 September - 3:25pm	Secondary transfer application support - Round Hall
Friday 29 September - 3:25pm	Home learning surgery - Round Hall
Monday 2 October - 5pm	The Grange Park Way (Behaviour for Learning Guidelines) - Round Hall



GPPSA

- Our Parents Association, the GPPSA brings the school community together to raise funds for various school projects - currently we are saving to build a small farm as part of our outdoor education experiences
- AGM in Round Hall - All welcome!
- New faces and fresh ideas are always well received and everyone is given a warm welcome
- Meetings are held approximately 2 a half term just before pick up on a Friday at school
- Who are the parent reps for this class?

Allotments help
Friday - after drop-off
(meet in the office).
You don't need to tell me.
Just turn up on the day.

