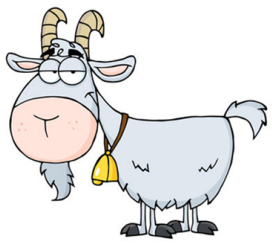
Working together for our children

A Guide for Parents and Carers

Year 4

2025 - 2026





Working as part of the year 4 team to support your child through their learning journey are:

Mr Brown- Goats Class

Mr Bown - Chameleons Class

Other teaching assistants and care assistants will work with children in our year group. These are:

As a Year 4 team we work hard to provide a broad and balanced curriculum with fun and exciting learning opportunities for your child.

We teach a range of subjects to cover the National Curriculum.

Our Enquiries

Autumn	Spring	Summer
What does it mean to leave a legacy? As part of our Autumn enquiry we will learn about….. Chronology through timelining thinking about how events led from one to another and how. We will discuss and develop the language we use to talk about the past. We will explore Roman architecture, the life of Boudicca, Roman invasions and Roman inventions and how these impacted on British society. We will also create a Roman purse - using sewing skills/. 	**Does A Journey Have To End?** As part of our Spring enquiry we will learn about …. Different places around the world and being able to locate these on maps using atlases. We will also look at the features of a river and how these link to our coastlines. We will be learning about rivers in the UK and in our local area and the water cycle. We will be able to identify physical and human features of our landscape, as well as land use and sustainability. 	**Is Graffiti art or vandalism?** As part of our Summer enquiry we will learn about… A range of iconic graffiti artists, discussing their style of graffiti, influences and statements they could have been making linked to political, religious or environmental issues. After exploring the artists, we will replicate their styles looking at art skills and techniques. We will then take part in a workshop where we will learn skills to create our own art work that portrays a message. 
Dates Dates to be confirmed in the first week back 	Dates Dates to be confirmed in the first week back. 	Dates Dates to be confirmed in the first week back. 

Autumn

Reading

To read, listen to and talk about a range of books. (Poems, fact books, stories, newspapers, comics etc)

To use a dictionary to check the meaning of a word.

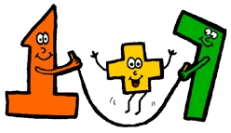
To retell stories including fairy stories and myths and legends.

To read a range of poems.

To read fiction and non-fiction books.



Maths



To know Roman Numerals to 100.

To round numbers to the nearest 10, 100 and 1000. *

To count backwards into negative numbers.*

To count in 25's.

To count in 1000's.

To add and subtract 1's, 10's, 100's and 1000's.

To add two 4-digit numbers with exchange.*

To subtract two 4-digit numbers with exchange.

To multiply by 10 and 100.*

To divide by 10 and 100.

To multiply by 1 and 0.

To know my 6, 7 and 9 times tables.

Ask your child some challenging column addition and subtraction.

*Count backwards including negative numbers.



10–12 =

25–30 =

Round to the nearest 10, 100 and 1000.

2351

219

To multiply by 10 and 100.

28 X 10

33 X 100

Writing

To use their best handwriting and form letters correctly.

To join their handwriting.

To use a dictionary to check words that aren't understood.

To use a range of different structures to make writing exciting and interesting.

To build a wide and varied vocabulary bank which can be used in writing.

To use paragraphs in writing.



Spelling, Punctuation and Grammar

SPAG

To add prefixes and suffixes to words

To use the correct determiners in written work e.g .an apple, a chair

To spell the year 4 National Curriculum words correctly.

To extend sentences using conjunctions such as `because, if, when'

To discuss word types, for example, a noun, an adjective or an adverb.



*To add two 4-digit numbers with exchange.



$$\begin{array}{r} 9459 \\ +\ 6733 \\ \hline \end{array}$$

How to help your child

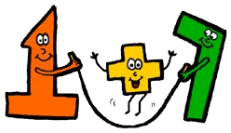
Reading



- Read either your child's chosen 'Reading for Pleasure' book or their book banded book (based on their reading level) at home with your child daily. Help your child to record this in their Home/School Diary to collect 'reads'. Don't forget to rate your book.
- If your child gets:
  25 reads - a postcard recognising your child's effort will be given to your child to take home
  50 reads - your child will receive their own special Greenwood bookmark 100 reads- your child will receive a Greenwood keyring 200 reads- your child will get to choose a BRAND-NEW book to keep from Miss Tucker's Treasure Box
  300 reads- Your child will receive a Golden Reading Star badge

Maths

- Remind your child that when they are dividing any number by 0 - the answer is always 0.
- When doing the 1 timestable, remind children of the rule - anything times by 1 stays the same.
- When adding 1's, 10's and 100's and 1000's ask children to explain which column will change and how they know.
- Help your child to practice their times tables. This doesn't have to be a sit down written activity, you could do this walking home from school, in the car, in the bath, and up and down the stairs etc and use Timestable Rockstars.
- When practicing calculations with your child, ask them to write the answer as a Roman Numeral.
- Ask your child what the rules are and what they



Please try and talk to your child every day and ask them what they have done at school. Ask your child to show you some examples of what they have been doing.

If your child completes any of the above things at home, please encourage them to bring it to school to show a teacher or TA, where they will be rewarded with lots of spotty stickers!



Writing

- Practice the alphabet, and know what upper-case and lowercase letters look like.
- Have a go at joining letters in the correct way.
- Help your child to think of a good sentence, get them to say it out loud 3 times and count how many words it has. Support your child to write their sentence in their best handwriting, using a capital letter and full stop.
- Work alongside your child to read and check the sentences they have written. Encourage your child to identify any errors in their sentence and support them to correct them.



Spelling, Punctuation And Grammar

SPAG

- Ask your child a year 4 spelling word 4 to 5 times a day. Get your child to spell the word back to you.
- With your child, write some sentences which include speech. Don't forget to use inverted commas!
- Help your child to extend their sentences by asking them to include `because , if, when'
- Practice your weekly spellings in your Home/School diary.



Spring

Reading

To read a range of non-fiction texts including - newspapers, books

To ask questions about a book they have read.

To use a dictionary to check meanings of unfamiliar words.

To tell someone else what they have read and found out.



Writing

To join their handwriting.

To use paragraphs.

To use headings and sub headings when writing factual information.

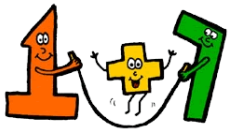
To improve their own work, making changes to grammar and vocabulary.

To use Year 4 punctuation in all pieces of work including full stops , capital letters, commas and inverted commas.

To read their work out loud.



Maths



To know by 11 and 12 timestables.

To multiply 3 numbers.

To know factor pairs.*

To multiply 2-digits/3-digit by 1-digit.*

To divide 2-digits/3-digit by 1-digit.

To know what area is.

To find the area by counting squares.

To compare area.

To know what a fraction is.

To find equivalent fractions.*

To count in fractions.

To add and subtract fractions.

To find fractions of quantities.

To recognise tenths and hundreds.

To write tenths and hundreds as decimals and find them on a number line.

Spelling, Punctuation And Grammar

SPAG

To spell words which sounds the same but are spelt differently. E.g. to, too, two and there, their and they're.

To spell the year 4 National Curriculum words correctly.

To write a simple sentence given by an adult, which includes the correct spelling and punctuation.

To use a conjunction in a sentence – when, before, after, while, so, because.

To use an adverb in a sentence – then, next, soon, therefore.

To use prepositions in a sentence – before, after, during, in, beside.

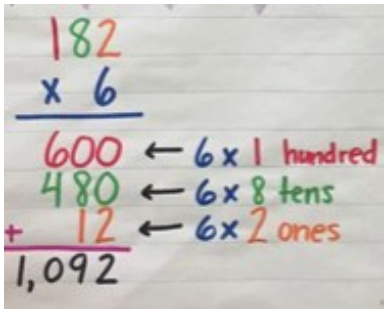


*To know factor pairs.
Factor Pairs for 30= 6, 5, 2, 15, 10, 3, 1 , 30

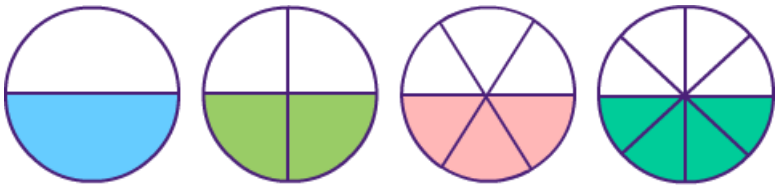
Factor Pairs for 12= 2, 6, 12, 1, 4, 3



*To multiply 2-digits/3-digit by 1-digit.



*To find equivalent fractions.



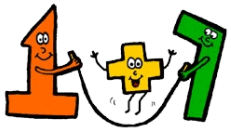
How to help your child

Reading



- Read either your child's chosen 'Reading for Pleasure' book or their book banded book (based on their reading level) at home with your child daily. Help your child to record this in their Home/ School Diary to collect 'reads'. Don't forget to rate your book!
- If your child gets 25 reads - a postcard recognising your child's effort will be given to your child to take home
- 50 reads - your child will receive their own special Greenwood bookmark
- 100 reads - your child will receive a Greenwood keyring
- 200 reads - your child will get to choose a BRAND-NEW book to keep from Miss Tucker's Treasure Box
- 300 reads - Your child will receive a Golden Reading Star badge

Maths



- Help your child to learn their times tables.
- When serving dinner ask your children to help you divide the dinner equally for each person - speaking through fractions as you do this.
- Ask your children to find equivalent fractions for halves, quarters and thirds when cutting up food, or sharing objects.
- Ask your children to multiply 3 numbers together.
- Ask your child how to multiply a 3-digit number by a 1-digit number, can they tell you all the steps?
- Ask your child about the area of objects in the house – ask them which object takes up the most area, how do they know?
- Encourage your child to practise their maths on Purple Mash and Timestable Rockstars.

Please try and talk to your child every day and ask them what they have done at school. Ask your child to show you some examples of what they have been doing.

If your child completes any of the above things at home, please encourage them to bring it to school to show a teacher or TA, where they will be rewarded with lots of spotty stickers!



Writing

- Practice the alphabet, and know what upper-case and lowercase letters look like.
- Have a go at joining letters in the correct way.
- Alongside your child read some fact books. Identify headings and sub-headings.
- Write a fact file about your favourite animal, using headings and sub-headings.
- Work alongside your child to read and check the sentences they have written. Encourage your child to identify any errors in their sentence and support them to correct them.
- Encourage your child to read their work aloud.



Spelling, Punctuation And Grammar

SPAG



- Ask your child a year 4. spelling word 4 to 5 times a day. Get your child to spell the word back to you.
- Say a sentence out loud and ask your child to write it down with the correct spelling and punctuation. Support them to identify any errors and correct them together.
- Help your child to use a conjunction in a sentence – when, before, after, while, so, because.
- Practice your weekly spellings in your Home/ School diary.

Summer

Reading

To read words aloud with a range of prefixes and suffixes and understand each part of the word.

To read a range of texts and think about why you are reading them. E.g newspapers to find out what is happening in the world, comics for pleasure etc.

To make predictions about a text based on prior knowledge of the book or subject.



Writing

To use their best handwriting and form letters correctly.

To join their handwriting.

To create a glossary of unfamiliar words and refer to them when writing.

To talk about and write down ideas for writing.

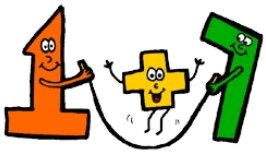
To say sentences out loud and trying to include new words.

To write a story including a setting, character and a plot.

To re-read work to check all spelling and punctuation is correct.



Maths



To make a whole.

To write decimals.*

To compare, order and round decimals.

To order money.

To estimate money.

To know time- in hours, minutes and seconds.

To know time in- years, months, weeks and days.

To tell the time using 12 hour and 24 hour analogue and digit clock.

To interpret charts.

To identify angles.*

To compare and order angles.

To find lines of symmetry.*

To describe position.

To draw on a grid.

To move and describe movement on a grid.

Spelling, Punctuation And Grammar

SPAG

To spell the year 4 National Curriculum words correctly.

To use paragraphs to group information.

To use headings and sub-headings for presentation.

To use past, present and future tenses correctly.

To check words in a dictionary.

To use 'a' or 'an' correctly.



*To round decimals.

Find your place and look next door.
5 or greater, add one more.

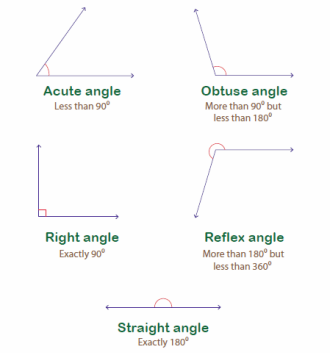
All digits in front, stay the same.
All digits behind, zero's the name.

Round 1.362 to the nearest hundredths.

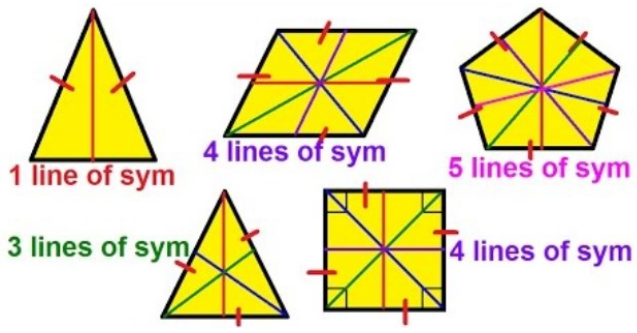
1.362 → 1.360

6 is at the hundredths place.
We look next door and find the number 2.
2 is less than 5 and so 6 remains the same.

*To identify angles.



* To find lines of symmetry.



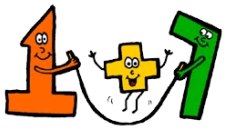
How to help your child

Reading



- Read at home with your child their 'Reading for Pleasure' book or their book banded book daily and record this in their Home/School Diary. Don't forget to rate your book!
- When reading with your child, see how many different words you can spot which have a prefix or a suffix and write these down in a list. You can then use this list to practice reading them.
- During reading time with your child, help them to think about why we read different texts. E.g newspapers to find out what is happening in the world, comics for pleasure etc.

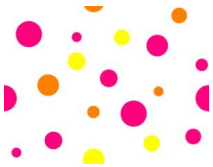
Maths



- Help your child to learn all their times tables.
- When shopping encourage your child to calculate the cost of the shop and the amount of change they should get when paying.
- Ask your child on a regular basis "What time is it?" Support them with reading the time on an analogue and digital clock.
- Work alongside your child to know the following facts about time:

There are 60 seconds in 1 minute.
There are 60 minutes in 1 hour.
There are 24 hours in 1 day.
There are 7 days in 1 week.
There are 52 weeks in 1 year.
There are 12 months in 1 year.
There are 365 days in a year.

Please try and talk to your child every day and ask them what they have done at school. Ask your child to show you some examples of what they have been doing. If your child completes any of the above things at home, please encourage them to bring it to school to show a teacher or TA, where they will be rewarded with lots of spotty stickers!



Writing

- Practice the alphabet, and know what uppercase and lowercase letters look like.
- Have a go at joining letters in the correct way.
- Help your child to think of a good sentence, get them to say it out loud 3 times and count how many words it has. Support your child to write their sentence in their best handwriting, using a capital letter and full stop.
- Work alongside your child to read and check the sentences they have written. Encourage your child to identify any errors in their sentence and support them to correct them.



Spelling, Punctuation And Grammar

SPAG

- Ask your child a year 4 spelling word 4 to 5 times a day. Get your child to spell the word back to you.
- Encourage and support your child to look up words in a dictionary.
- When speaking with your child, model the correct tense. If your child does not use the correct tense, support them to use the right tense.

I was busy at the weekend **rather than** I were busy at the weekend.

- Practice your weekly spellings in your Home/ School diary.



Challenge your child at home!

We recognise that in year 4 we have children that are gifted and talented in a variety of areas. At school we try to challenge children every day, however it is important that you challenge your child at home as well!

To challenge your child, you could practise things which they have been doing at school such as:

Year 4 spellings

Times tables

Maths challenges – ask them trickier questions!

English challenges – ask them to write trickier sentences!

There are also a range of books which you can buy to support challenging your child.



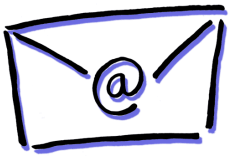
What to do if you need any help:

If you need to speak to one of us, please do not hesitate to come and catch us in the morning. If a longer time is needed you can make an appointment at a convenient time. Miss Tucker is also on the playground in the mornings. You can also contact Mr Brown or Mr Bown.

To contact Mr Brown or Mr Bown you can use:

dbrown@greenwoodprimary.org.uk

lbown@greenwoodprimary.org.uk



How your child will be assessed?

We are continuously assessing your child against the Year 4 National Curriculum objectives.

Your child may also sit some more formal assessments over the course of the year.

It is important that your child tries their best in every lesson, as each lesson counts towards a final assessment which is passed onto their next teacher.

The children will either be working towards the age related expectations, working at age related expectations or working above the age related expectations.

In each session, the teacher and teaching assistants will be checking off each objective for each individual child, this is then recorded on our school tracking system.

If you have any concerns about your child's progress or assessments or you would to discuss this in more detail, please do not hesitate to call us!



Homework

Homework will be set weekly on a Friday and needed to be handed in on the following week.

Your child also needs to practise their times tables. They will be tested on these each week.

Please support your child to learn their weekly spellings which will be out by and their Year 1, 2, 3 and 4 spellings which will be tested every half term.

Please encourage your child to read regularly and complete their reading diary. This will help them to read more fluently, gain a wider range of vocabulary and open their minds to a world of imagination and knowledge.



Websites

Below are some useful websites which you could use at home.

Oxford Reading Owl – http://www.oxfordowl.co.uk/

*Please see attached note for how to log on!

http://www.ictgames.com/

http://www.phonicsplay.co.uk/

http://www.bbc.co.uk/education/levels/zbr9wmn

http://www.woodlands.kent.sch.uk/page/?title=Subjects&pid=205

http://primarygamesarena.com/Years/Year-3

http://www.dkfindout.com/uk/

Timestable Rockstars (your child has the password for this in their reading diary)

Purple Mash (your child has the password for this in their reading diary)

Have a look on the school website on the Year 4 Chameleons and Goats page.

You can also use App Stores to download 1-Minute Maths (by White Rose) and Teach Your Monster to Read.

*Oxford Owl Reading

Oxford Owl is an online resource for reading. The children can log in and read books which are book banded like the books they read in school. They are able to listen to the books being read to them, and it also recommends books for the children to read following on from the one they have read.

You can access Oxford Owl by visiting the website below:

http://www.oxfordowl.co.uk/

Once you get onto the page, you need to click on the button which says 'My class login'.



Once you get onto the page, you need to click on the button which says 'My class login'.

Chameleons Class

User name: Chameleons

Password: Chameleons24

Goats Class

User name: Goats24

Password: Goats24

Once the children enter the site they are then able to select books which they would like to read by choosing the age ranges and the text. Once this is selected a range of books available are show. If you click onto a book you want to read, there is an option to read to the story, or have it read to you.

There is also a parents section for you to have a look at too! There are ways to support your child with their reading too!

Session times and Independence

Session Times

Foundation Stage:

Nursery (Foundation 1): Caterpillars

Morning: 8.40 a.m. – 11.40 a.m.

Afternoon: 12.20 p.m. – 3.20 p.m.

Classroom doors open from 8.35am. Children go straight to the classroom when they arrive. Children MUST be in class by 8.45am. Gates locked at 8.45am. If children arrive after this time, they must enter via reception where a reason for lateness must be given.

Session Times

Reception (Foundation 2):

Red Admirals

Purple Emperors

8.45 a.m. – 12 noon

1.00 p.m. – 3.15 p.m

Key Stage 1 (Infants):

Year 1 – Turtles and Dolphins

Year 2 – Seahorses and Jellyfish

8.45 a.m. – 12 noon Morning session

1.00 p.m. – 3.15 p.m. Afternoon session

Key Stage 2 (Juniors):

Year 3 – Owls and Badgers

Year 4 – Chameleons and Goats

Year 5 – Tigers and Orangutans

Year 6 – Orcas and Penguins

8.45 a.m. – 12.15 p.m. Morning session

1.15 p.m. – 3.15 p.m. Afternoon session

Arriving at school on time is vitally important. As adults we know how flustered we can be if we are ever late for something. This feeling is much stronger in children. They don't know what they've missed. They could have missed what's happening that day, friendship conversations or vital teaching that happens early when children are most focussed amongst other things. For a teacher a late arrival is VERY disruptive as they can't start the day over again for everyone. There is not time in the packed school timetable to do this.



PLEASE ENSURE YOUR CHILD IS IN CLASS BY 8.45AM EVERY DAY.

Greenwood Primary & Nursery School

Positive Behaviour Policy

"Make Every Day Count"

We aim to make every day count for our children where they thrive and build the cultural-capital they need to make aspirational choices about their own future.

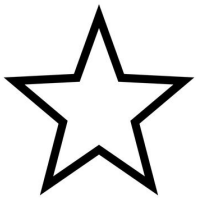
It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

Greenwood is committed to the emotional mental health and well-being of our children, staff and parents/carers. We wish to evidence this in all aspects of school life - in our ethos, environment and curriculum, supporting the social, emotional and mental health of the whole school community.

A simple set of school agreements ensures clarity for all. Everyone in the school community is expected to respect and follow these agreements. The children are reminded of the agreements frequently and they are displayed in every classroom and in shared areas around school.

<u>School Agreements</u>

Greenwood Stars:



S*t*ay safe

T*a*ke care of each other

A*l*ways do our best

R*e*spectful of ourselves and our environment

Our School Agreements are underpinned by our School Values and it is recognised that in following our school agreements, our school values will be promoted.

<u>School Values</u>

1. Kindness
2. Confidence
3. Respect
4. Responsibility
5. Creative Thinking
6. Aspiration
7. Perseverance
8. Pride
9. Resilience

Rewards

It is a firm belief at Greenwood that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect from all in school.

We praise our children in a variety of ways:

Verbal praise and smiles (must be sincere, targeted and proportionate) Whole class reward systems

Individual rewards Star of the Week assembly Golden Tickets Headteacher Awards

<u>Whole Class Reward</u>

These are bespoke to the class and decided with the children. They are designed so that the class know that they are being rewarded for working as a team by respecting our School Agreements and School Values. The children are working towards a whole class treat each term that will last for about 1 hour.

<u>Star of the Week</u>

Children from each class are awarded a Star of the Week certificate presented in a celebration assembly (1 star for a School Value, 1 star for scholastic excellence).

<u>Golden Tickets</u>

If a child has achieved success against the school's current termly development focus (related to the behaviour or academic curriculum), they are awarded a golden ticket. The child takes their golden ticket and sticks it onto the Head Teacher's door. The Head Teacher will visit the child in class to praise them for their achievement in front of the class, thus reinforcing expectations. The child then takes the golden ticket home to share success. Golden tickets can be awarded by any staff member in school. Once earned, the ticket must never be taken away from the child.

If children do not follow the school agreement, the following steps are taken:

Greenwood Staff's Behaviour Steps Guide			
Step	**Action**		
1.	**A Reminder** A quiet, calm reminder of the School Agreement that is being compromised is given. This is followed this swiftly by a positive.		
2.	**Reflection time in my classroom** Most appropriate adult quietly talks to the child about their behaviour.		
3.	**Reflection time in another classroom** If the issue persists, child is taken by the most appropriate adult to the classroom of another teacher. *Parents must be informed by the class teacher that the child has had reflection time in another classroom due to behaviour.*		
4.	**Collected by a senior staff member** If the issue persists a senior staff member will be called for. The senior staff member discusses: (a) the reason for the behaviour (b) the impact of the behaviour on others (c) how the child can move forward when they return to the classroom (repair)		
5.	**Collected by the Head Teacher** The most appropriate adult requests for the HT to collect the child. The HT listens to the child's account and supports them to understand the points at which different action could have been taken and the effect on others. HT agrees the next step with the child depending on the situation.		
If a child has been referred to a senior staff member more than twice in a ½ term, the class teacher will seek advice from the Behaviour Lead. Actions could include: ~ daily/weekly messages to parents ~ peer buddy ~ social group intervention ~ pastoral/ELSA referral ~ behaviour plan – Appendix 5 The class teacher will call the child's parents to explain what has been agreed and why, outlining how they can support at home.			

Pupil Voice

Discussion about repair. This in an option at any stage if you think appropriate, if at all.

How could we repair what has happened? What does the child think the consequence should be?

This has to be within FHAL policy.

A Restorative Approach **W.A.R.M.** *Conversation*

What happened? *Tell the story.*

Affect/explore the harm. *Who do you think was affected? In what ways?*

Repair. *How are we going to repair what has happened?*

Move forward. *How can we make sure this doesn't happen again?*

(Monitoring)

The last step has to be followed up not once, but often, to ensure that the repair has happened.

Depending on the severity of the incident, steps 1 to 4 will be bypassed in order for the Headteacher to ensure the safety of everyone involved.

EVERY SCHOOL DAY COUNTS

There are 175 NON-SCHOOL DAYS a year to spend on holidays, family time, visits, shopping, dentist appointments, etc.

190 School Days in each year 190 Days for education	180 Days attended =95% (10 days absent)	171 Days attended =90% (19 days absent)	161 Days attended =85% 29 days absent/Half a term missed	152 Days attended = 80% 38 days absent	143 Days absent = 75% 47 days absent
100%	95%	90%	85%	80%	75%

GOOD	WORRYING	SERIOUS CONCERN
Best chance of success. Children find it easier to make progress	Less chance of success. Makes it harder to make progress.	Not fair on your child. Court action likely

Please don't let your child miss out on the education they deserve.

Please make every school day count.

Following Government policy, we cannot authorize term-time holidays. Please do not take term-time holidays or you will receive a penalty notice payable to the local authority. When children are absent it not only affects their academic attainment but also friendships and confidence. The pace of the curriculum is so fast, children find it hard to catch up and fill gaps in their knowledge. Please help your child be successful.

Attendance

Improving Attendance and Punctuality at Greenwood

At Greenwood Primary School we aim to develop good habits for attendance and punctuality that will support the children as they move through school and onto the world of work.

Every week we have an attendance challenge. Any classes with over 98% attendance is rewarded with a non-uniform day the following week.

Attendance and punctuality at school is monitored by our Family Support Officer Mrs Moorhouse and by Mrs Gilbody (Deputy Head Teacher). Where patterns of poor attendance or lateness are noticed, letters are sent to parents/carers to remind them of their responsibility and the effect poor attendance and persistent lateness has on their child's progress. Where this continues, parents are invited into school for an attendance panel to discuss how improvements can be made.

Please inform school by 9am if your child is going to be absent. Holidays in term time will NOT be authorised for any reason. Parents who take holidays in term time will be issued with a penalty notice by NCC enforcement team if their child is over 5.

Medical appointments- wherever possible these should be made for outside school hours. If this is not possible parents should provide either a letter or an appointment card for school records. Children should only be absent for the time it takes to attend the appointments.

If a child has to leave during the school day then a named adult must inform the school office. When the child is due to leave, they must be collected by an adult from the school office.

Bullying

The school takes bullying seriously and the school has a behaviour policy which is published on the school's website. To help us discuss bullying we use - STOP.



As a school we recognise that bullying is

Several
Times
On
Purpose

If a child is being bullied we encourage them to

Start
Telling
Other
People

We recognize that families at home may have experienced various degrees of bullying in their own childhoods. It is really important not to impose your own emotional response onto your child and label them as 'being bullied'. It may be that children have had a fall out with friends or someone has misunderstood a look or an action that happened once. Where this happens. children say they are being bullied when they aren't and it's hard to change that mindset.

Please can we also ask that you allow us to deal with this in school. We mostly know the whole picture and can act appropriately. Sometimes parents try to 'sort it out' and always make the issue worse for themselves as well as their child.

Physical Education at Greenwood

Mrs Aspinall, our Sports leader, teaches the children each week. All children have a one hour P.E. lesson and in addition to this

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If your child is swimming can you please ensure they have a one piece costume or trunks (not shorts) without pockets as this is the policy of the swimming baths.

We have a specialist dance teacher who works across all year groups in Key Stage 1 and 2.

Year 3	Autumn Term 1	Year 5	Spring Term 2
Year 1	Autumn Term 2	Year 2	Summer Term 1
Year 4	Spring Term 1	Year 6	Summer Term 2

For P.E. children must wear:

P.E. Indoor Kit

T-shirt: Plain white or pale blue

Shorts: Black or navy

Plimsolls

P.E. Outdoor Kit

Sweatshirt

Tracksuit bottoms

Trainers

Long hair must be tied back

All jewellery MUST be removed for P.E. lessons. If your child can not take part in a P.E. session a note must be sent to school for the attention of Mrs Aspinall

Home-Learning in KS2



Aims of home-learning

- To strengthen the partnership between home and school
- To raise the level of achievement for all children and to encourage independent learning
- To allow time for rote learning such as times tables
- Independent work will be usually connected with class topics. Home-learning tasks will usually be given on an agreed day
- Home-learning is not used to form a judgement about a child's ability or mastery of a skill.
- A variety of tasks will be given for home-learning depending on the year group.

These will include: times tables, spellings, maths pre learning tasks, independent research, planning for a project and revision.

Reading should be completed regularly.

How you can help

- Encourage your child to read for at least ten minutes and set the time aside and discuss the book with your child.
- Encourage your child to read widely from a range of authors including fiction and non fiction texts.
- Give help with learning spellings and times tables.
- Encourage your child to work independently.
- Try to provide a quiet place where home-learning can be done without distraction.