

# WELCOME EVENING LKS2 2025-26



*Building on high expectations*

The  
Stoke  
Poges  
School

# MEET THE LKS2 TEAM

## Year 4:

Miss. Kennedy

Mr. Adams

Mr. Geraghty

Mrs. Randell

Mrs. Muzzam

Mr. Headland (PE)

Mr. Follant (Music/Computing)

# ORGANISATION

The background features a blue-to-purple gradient with several faint technical diagrams. On the right side, there is a large circular diagram with concentric circles and radial lines, resembling a gauge or a scale, with numerical markings from 80 to 210. Below it is another circular diagram with dashed lines and arrows. On the left side, there are partial views of similar circular diagrams.

# SCHOOL UNIFORM

- White shirt and tie
- Grey skirt/tunic dress/trousers/shorts
- Purple jumper/cardigan with school logo
- White or grey socks
- Leggings and/or shorts can be worn under skirts, not visible.
- Black school shoes – no trainers without a valid reason and note or black trainers
- Please ensure children have jackets and coats for cold and wet weather
- Hair ties should be black or purple
- Hair accessories should be discrete – no oversized bows, scrunchies or clips.
- Earrings should be small studs only and be taken out/covered with tape for P.E./Games
- No nail varnish or temporary transfer tattoos
- No jewellery unless it is of religious significance – this also needs to be removed for P.E./Games
- Everything must be labelled!

# LUNCHES AND SNACKS

- Should be healthy – no sweets, chocolates, fizzy drinks
- **No nuts or nut products**
- Water bottles are allowed in class, but no juice or squash – please try and use reusable water bottles
- Lunchboxes must be named
- Good idea to give the children a snack for break times



# PENCIL CASES

- In school everyday
- reasonable size and style – to fit in a tray
- everything labelled
- no personal or expensive items
- recommended list of stationery:

pencil  
eraser

ruler 30cm and 15cm

sharpener

blue pen

purple pen

colouring pencils

**glue stick – more than one**

**scissors**



# CURRICULUM

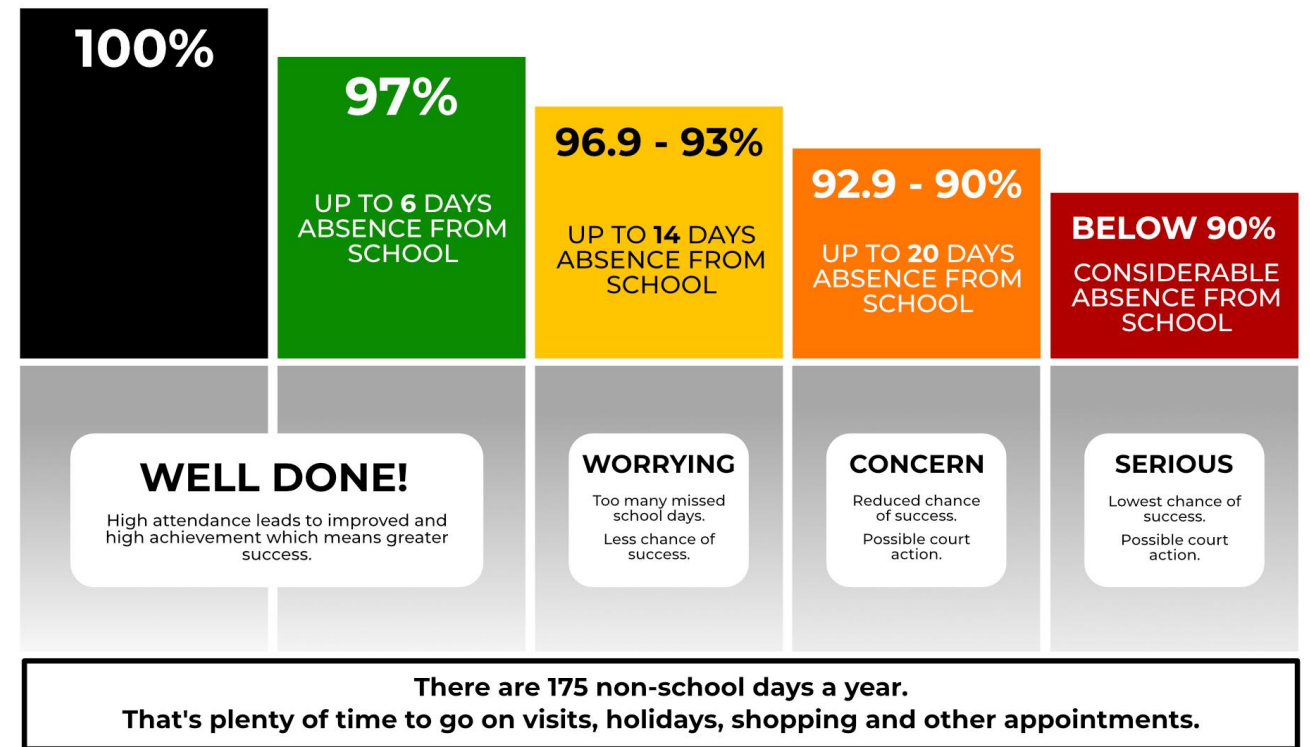
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# ATTENDANCE

- Please ensure your child arrives to school on time.
- It is so important that your child comes to school.
- Poor school attendance and lateness will be addressed.




## WHAT IS YOUR ATTENDANCE?



# CURRICULUM

- An in-depth overview of the year 4 curriculum can be found on the school website.
- <http://www.stokepoges.bucks.sch.uk>

 <b>THE STOKE POGES SCHOOL</b>				<b>Long Term Plan Year 4 2019-20</b>		
	<b>Autumn Term</b> <b>The Empire Strikes (Romans)</b>	<b>Spring Term</b> <b>The Living Rainforest</b>	<b>Summer Term</b> <b>The Mysteries of the Maya</b>			
<b>Values</b>	Kindness, Equality, Friendship, Love	Hope, Thoughtfulness, Respect	Courage, Resilience, Individuality, Courtesy			
<b>Enrichment (Visits / visitors)</b>	Visit to the Verulamium (18.09.2019) Primary Proms (09.10.2019) Roman Day (07.11.2019)	Visit to The Living Rainforest (12.03.2020) LKS2 Production (10.02.2020-6:30pm) LKS2 Production (13.02.2020-1:30pm)	Mayan Day (Date TBC)			
<b>English</b>	<p><b>Adventure Stories – Dragons</b>  <b>Traditional stories, descriptive writing, imaginary worlds, dilemma and issues</b></p> <ul style="list-style-type: none"> <li>• Draft and write by composing and rehearsing sentences orally</li> <li>• Plan writing by discussing and recording ideas.</li> <li>• Draft and write narratives: creating settings, characters and plot with consideration for the audience and purpose.</li> <li>• Propose changes to grammar and vocabulary to improve consistency</li> </ul> <p><b>Information Text – The Roman Army</b>  <b>Non chronological report, letter, debate, CV</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing writing similar to that which the child is planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Draft and organise paragraphs around a theme.</li> <li>• Draft and write non-narrative material, using simple organisational devices (e.g. headings and sub-headings).</li> <li>• Proof read for spelling and punctuation</li> </ul>	<p><b>Shakespeare’s Play scripts</b>  <b>Script writing, scenes within scenes, film narrative, timeline, biography, role play, interviews</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Create a play script based on a narrative</li> <li>• Evaluate and edit by assessing the effectiveness of my own and others’ writing.</li> </ul> <p><b>Persuasive Writing – Deforestation</b>  <b>Stories from other cultures, descriptive writing, argument, letter, leaflet</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing writing similar to that which is being planned to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Draft and organise paragraphs around a theme.</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Select and use appropriate registers for effective communication.</li> <li>• Consider and evaluate different</li> </ul>	<p><b>Stories from other cultures – Folktales</b>  <b>Myths, legends, traditional stories, stories from other cultures</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing and recording ideas.</li> <li>• Draft and write narratives: creating settings, characters and plot with consideration for the audience and purpose.</li> <li>• Evaluate and edit by assessing the effectiveness of one’s own and others’ writing and suggest improvements</li> <li>• Read aloud my own writing</li> </ul> <p><b>Explanation Texts – The Water Cycle</b>  <b>Instructions, explanation, diagrams, recount</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing writing similar to that which is being planned to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Draft and organise paragraphs around a theme.</li> <li>• Draft and write non-narrative material,</li> </ul>			

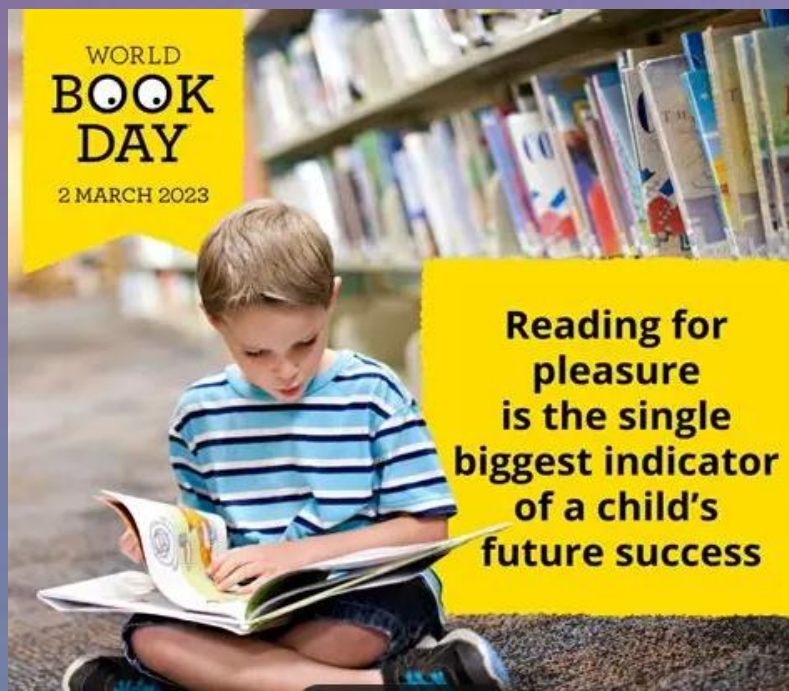
# ENGLISH

- End of year expectations can be found on the school website:  
<http://www.stokepoges.bucks.sch.uk>
- End of Year Expectations document outlines the 'Key Performance Indicators' children needed to achieve a Secure at the end of Year 4.
- Creative curriculum – relate to Topic e.g. The Romans.
- Pathways to Write is our English scheme.
- Variety of genres (explanation text, diary entries, persuasive writing, poetry, myths etc)
- SPAG lesson weekly
- Each unit typically 3 weeks – allows children to familiarise and immerse themselves in to the unit
- English, Spellings homework set weekly
- Homework usually related to unit being learnt at school




# READING

- End of year expectations can be found on school website:  
<http://www.stokepoges.bucks.sch.uk>
- End of Year Expectations document outlines the 'Key Performance Indicators' children needed to achieve the expected level at the end of Year 3 and 4



## Guided Reading Questions



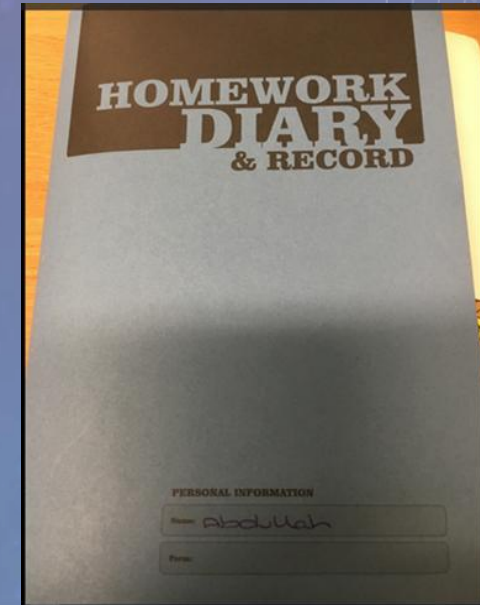
- Can you find any amazing adjectives?
- Can you think of another story that is similar to this one?
- Where do you think this story is set? What made you think that?
- How does the author make you want to carry on reading the story?
- Can you find any powerful verbs?
- What did the story make you think about?
- Why do you think the author chose this title?
- Why do you think the author chose this setting?
- Was there any part of the story you didn't like? Why?
- Have you been in a similar situation to the character in the book?
- Which part of the story best describes the setting?
- What was the most exciting part?
- How would you start this story?
- What other stories have you read by this author?
- How would you describe this story? E.g. traditional tale.

Teaching of reading is done with the class teacher in school:

- **Individual reading books** – children work their way through the reading scheme before becoming free readers. We encourage children to pick books from both our school library, libraries around the local area and from home.
- **Guided Reading** lessons 3 x per week
- **Comprehension** lessons
- **Take One books** are integrated into our termly planning for English. During these sessions we annotate the texts and discuss.
- **Class Book** – each teacher will choose a book to read to their class , simply for enjoyment.
- **Bookmarks** – children will be given a bookmark which they should write the date and page on every day when they read for enjoyment at home or school.

# READING AT HOME

- Reading for enjoyment is encouraged at home.
- Once a child has come off the reading scheme they will be encouraged to choose a book from the class library or from home. This book needs to be in school everyday. Teachers will monitor the children's choices and encourage reluctant readers to choose a variety of authors and genres.
- Minimum expectation of reading is 15 minutes at home daily.
- Those children on the scheme will continue to record their reading in their reading record.
- All other children will have a bookmark. It is expected that they record the page number and date each time they read. These will be checked regularly.
- Use R.E.A.D as often as you can
- Communicate using the Homework Diary (remind children to show us)
- School focus to raise standards for Reading – Please do volunteer to listen to readers in school – during mornings.



# MATHS

- End of year expectations for Maths can be found on school website: <http://www.stokepoges.bucks.sch.uk>
- End of Year Expectations document outlines the 'Key Performance Indicators' children need to achieve a Secure at the end of Year 4.
- Adapted from the White Rose Maths Scheme
- Each unit typically 2/3 weeks and later revisited - fast paced challenges encouraging children to set their own pace. Arithmetic, reasoning and mastery
- Maths or Mathletics homework set weekly
- Alternate between 99 club (timetables tests).
- Year 4 official National Curriculum times table test

## MASTERY QUESTION

Can you draw...

Teach your friend...

Are you able to show me that...

Find out how...

Can you show me another way?

What would happen if...

By,  
EDTECH4BEGINNERS.COM

### STARTERS

Prove that...

Can you investigate...

Can you explain your reasoning?

Why is that correct?

How accurate is...

Explore...

# KIRFS



## Mathematics Key Instant Recall Facts

### KIRFs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<i>I know number bonds for all numbers to 20</i>	<i>I know the multiplication and division facts for the 3 times table</i>	<i>I can recall facts about duration of time</i>	<i>I know the multiplication and division facts for the 4 times table.</i>	<i>I can tell the time to the nearest five minutes</i>	<i>I know the multiplication and division facts for the 8 times table</i>
<b>Year 4</b>	<i>I know number bonds to 100</i>	<i>I know the multiplication and division facts for the 6 times table</i>	<i>I know the multiplication and division facts for the 7 times table</i>	<i>I know the multiplication and division facts for the <u>9</u> and <u>11</u> times tables</i>	<i>I can multiply and divide single-digit numbers by 10 and 100</i>	<i>I can recall decimal equivalents of fractions</i>
<b>Year 5</b>	<i>I know decimal number bonds to 1 and 10</i>	<i>I know the multiplication and division facts for all times tables up to <math>12 \times 12</math></i>	<i>I can recall metric conversions</i>	<i>I can double and halve any number up to 100</i>	<i>I can recall square numbers up to <math>12^2</math> and their square roots</i>	<i>I can find factor pairs of a number</i>
<b>Year 6</b>	<i>I know the multiplication and division facts for all times tables up to <math>12 \times 12</math></i>	<i>I can identify common factors of a pair of numbers</i>	<i>I know common decimals, fractions and percentage equivalences</i>	<i>I can identify prime numbers up to 50</i>	<i>I know the formulae for finding the area of different shapes</i>	<i>I know the first 5 cube numbers</i>

# MTC

- Multiplication times table check for all of Year 4
- An external statutory check in June 2026
- Please practice with your child at home
- Every student needs to know up to the end of their 12 times tables
- Homework and KIRFs will help reinforce through repetition
- Children use their times tables a large number of maths lessons and situations
- There are many websites and apps that can help make preparation fun!

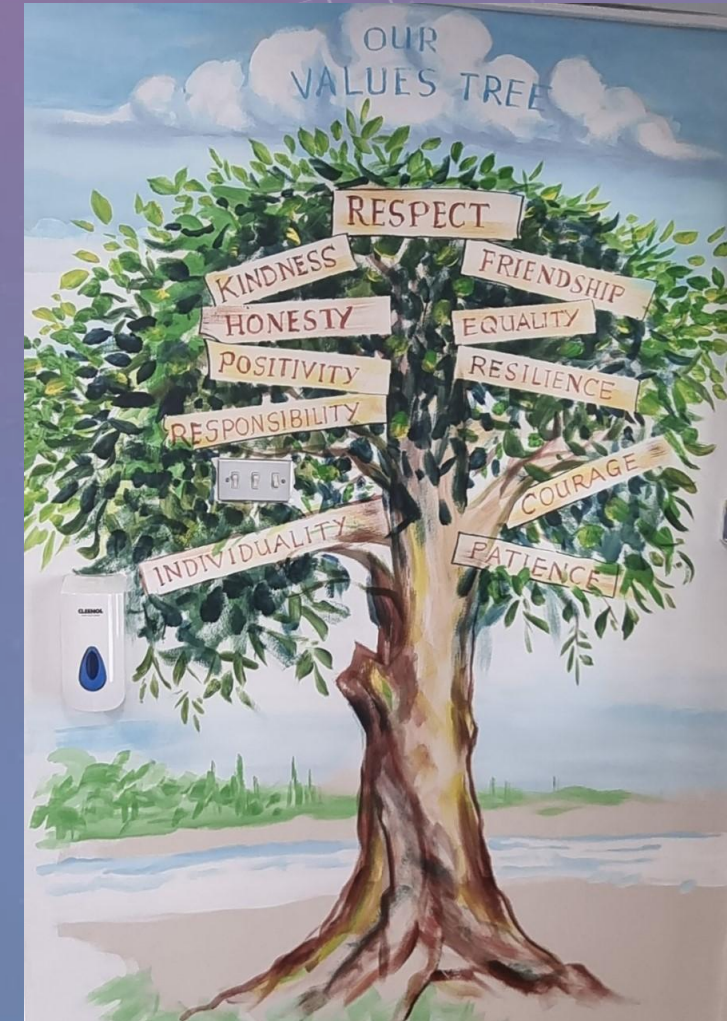
$1 \times 1 = 1$ $1 \times 2 = 2$ $1 \times 3 = 3$ $1 \times 4 = 4$ $1 \times 5 = 5$ $1 \times 6 = 6$ $1 \times 7 = 7$ $1 \times 8 = 8$ $1 \times 9 = 9$ $1 \times 10 = 10$	$2 \times 1 = 2$ $2 \times 2 = 4$ $2 \times 3 = 6$ $2 \times 4 = 8$ $2 \times 5 = 10$ $2 \times 6 = 12$ $2 \times 7 = 14$ $2 \times 8 = 16$ $2 \times 9 = 18$ $2 \times 10 = 20$	$3 \times 1 = 3$ $3 \times 2 = 6$ $3 \times 3 = 9$ $3 \times 4 = 12$ $3 \times 5 = 15$ $3 \times 6 = 18$ $3 \times 7 = 21$ $3 \times 8 = 24$ $3 \times 9 = 27$ $3 \times 10 = 30$	$4 \times 1 = 4$ $4 \times 2 = 8$ $4 \times 3 = 12$ $4 \times 4 = 16$ $4 \times 5 = 20$ $4 \times 6 = 24$ $4 \times 7 = 28$ $4 \times 8 = 32$ $4 \times 9 = 36$ $4 \times 10 = 40$	$5 \times 1 = 5$ $5 \times 2 = 10$ $5 \times 3 = 15$ $5 \times 4 = 20$ $5 \times 5 = 25$ $5 \times 6 = 30$ $5 \times 7 = 35$ $5 \times 8 = 40$ $5 \times 9 = 45$ $5 \times 10 = 50$
$6 \times 1 = 6$ $6 \times 2 = 12$ $6 \times 3 = 18$ $6 \times 4 = 24$ $6 \times 5 = 30$ $6 \times 6 = 36$ $6 \times 7 = 42$ $6 \times 8 = 48$ $6 \times 9 = 54$ $6 \times 10 = 60$	$7 \times 1 = 7$ $7 \times 2 = 14$ $7 \times 3 = 21$ $7 \times 4 = 28$ $7 \times 5 = 35$ $7 \times 6 = 42$ $7 \times 7 = 49$ $7 \times 8 = 56$ $7 \times 9 = 63$ $7 \times 10 = 70$	$8 \times 1 = 8$ $8 \times 2 = 16$ $8 \times 3 = 24$ $8 \times 4 = 32$ $8 \times 5 = 40$ $8 \times 6 = 48$ $8 \times 7 = 56$ $8 \times 8 = 64$ $8 \times 9 = 72$ $8 \times 10 = 80$	$9 \times 1 = 9$ $9 \times 2 = 18$ $9 \times 3 = 27$ $9 \times 4 = 36$ $9 \times 5 = 45$ $9 \times 6 = 54$ $9 \times 7 = 63$ $9 \times 8 = 72$ $9 \times 9 = 81$ $9 \times 10 = 90$	$10 \times 1 = 10$ $10 \times 2 = 20$ $10 \times 3 = 30$ $10 \times 4 = 40$ $10 \times 5 = 50$ $10 \times 6 = 60$ $10 \times 7 = 70$ $10 \times 8 = 80$ $10 \times 9 = 90$ $10 \times 10 = 100$

# LKS2 EXPECTATIONS

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# VALUES

- Every month we will be introducing and promoting a specific value across the school.
- Please also encourage this value at home.
- Classes will collect marbles in a jar every time they show each value. If the jar is full by the end of the month they will receive a class treat such as: toy afternoons, movie ice lollies, slippers to school day etc... (This is at the discretion of the class teacher and agreed with the class)





# SANCTIONS

## BEHAVIOUR LADDER

### REMINDER

positive encouragement to follow the school rules

### CAUTION

First Warning

### LAST CHANCE

Thinking time in class  
2 minute reflection time at the end of the lesson.

### TIME AWAY

Thinking time out of class  
5 minute timer

### PHASE LEADER

15 minutes – letter home or phone call

### DEPUTY HEADTEACHER

Time out of class  
Meeting with parents

### HEADTEACHER

Meeting with Parents  
Significant time out of class

Rudeness to adults  
Significant disruption to learning  
Refusal to work  
mobile phone/inappropriate items into school  
Unkindness – physical/verbal behaviour

Dangerous behaviour  
Vandalism / theft  
Bullying  
Fighting  
Abusive / racist language

Dangerous items brought into school  
Fighting with intention to cause harm.  
Bringing the school into disrepute.  
Persistent refusal to comply with behaviour policy.

# ROUTINES

The background is a gradient from purple to blue, featuring faint technical graphics. On the right side, there is a large circular gauge with a scale from 0 to 210 and several concentric circles. In the bottom right, there are dashed circular arrows. In the bottom left, there are solid circular arrows. The word 'ROUTINES' is centered in a bold, white, sans-serif font with a thin white underline.

# P.E. AND GAMES

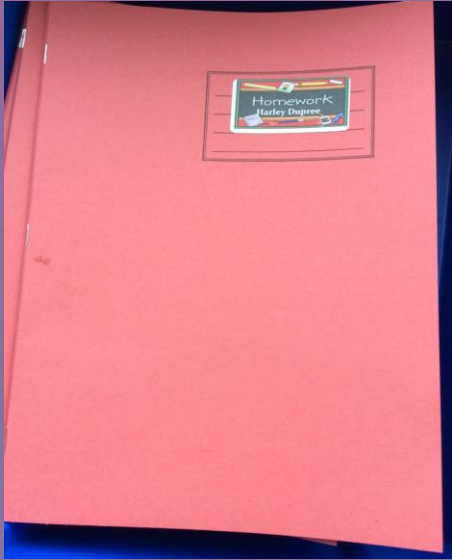
- There will be two lessons of PE a week
- Uniform: P.E. – purple polo shirt and black shorts,  
Games – purple polo shirt, black shorts, black joggers,  
crew neck black jumper/school jumper, trainers

PE days are Tuesdays and Fridays

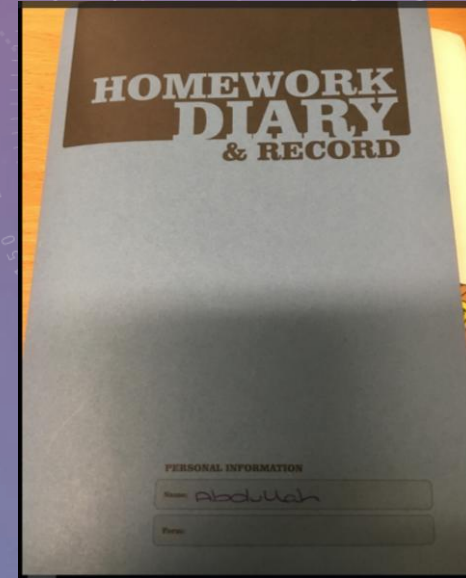
Please ensure everything is labelled



# HOME LEARNING



- New Homework diary **NO Reading Records**
- Set in blue homework diary (checked weekly)
- Homework Diary needs to be in school **everyday**
- Spellings and Maths/Mathletics set weekly
- Creative homework each half-term
- Encourage good presentation
- Children responsible for handing in homework,
- Communicate using the homework diary.



Y3	MON	TUES	WED	THUR	FRI
Hand Out					Maths Spellings
Due in			Maths Spellings		
Daily reading and times tables practice throughout the week					

# SPELLINGS

- Spellings are set weekly.
- Spelling Shed scheme – linked to phonics
- Set in blue Homework Diary or Homework books,
- NC list given to children to take home and can also be found on school website

## New Curriculum Spelling List Years 3 and 4

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

# WELLBEING

- **Named person**
- **Worry boxes**
- **PSHE – Jigsaw**
- **Assemblies**
- **Collective worship / reflection time**

# KNOWLEDGE ORGANISERS

Knowledge organisers are on the website:

- Maths
- Science
- Our class topic focus

- A knowledge organiser is a single sheet of paper that lists
- the important facts – not practical skills – that pupils
- should know by the end of a unit of work.

- These contain key information for pre-teaching, such
- as facts and vocabulary.

Fractions		Knowledge Organiser	
Key Vocabulary	Recognising Fractions	Comparing Fractions	
numerator		<b>Numerator</b> How many equal parts of the whole are needed?	$\frac{1}{3}$ <b>Less than</b> $\frac{2}{3}$
denominator			<b>Denominator</b> How many equal parts are in the whole?
unit fraction		<b>Equivalent Fractions</b>	
non-unit fraction			
equivalent	$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$		
halves			
thirds	$\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16} = \frac{5}{20}$		
quarters			
fifths			
sixths			
eighths			
tenths			
decimal tenths			

## STONE AGE TO IRON AGE

Timeline						
<b>13,000 B.C.</b>	<b>4500-3500 B.C.</b>	<b>2300 B.C.</b>	<b>1800 B.C.</b>	<b>1200-800 B.C.</b>	<b>700-500 B.C.</b>	<b>100 B.C.</b>
People make cave paintings	Farming starts to begin to spread and pottery is made	Start of the Bronze Age	The first copper mines are dug	Metal tools are made and used	Start of the Iron Age / The first hill forts are made	Iron is more commonly being used
						Coins are made and used for the first time / Iron Age end with Romans in 43 AD

### Key Vocabulary

The Stone Age	
cave paintings	Artwork in caves dating back to the Ice Age.
jewellery	Late Stone Age people made it from shells, teeth and bones.
woolly mammoth	A now extinct animal roaming earth during the Ice Age.
nomadic	Early Stone Age people followed food sources and travelled.
Skara Brae	A stone-built Neolithic settlement in Scotland.

The Bronze Age	
foundry	A place of work where metal castings are made.
jewellery	Wearing bronze items was a way to show how rich you were.
Stonehenge	A mysterious set of enormous stones built 3000 B.C. - 1500 B.C.
roundhouses	A circular house with a conical roof and wattle and daub walls.
weapons	Combining copper and tin to make hard weapons and armour.

The Iron Age	
Celts	NW Europeans who used iron from 600 B.C. - 43 A.D.
hillforts	Small towns built on a hilltop surrounded by banks of soil and wooden walls to keep out enemies.
smithing	Blacksmiths would heat iron and create weapons / tools.
weapons	Swords, daggers and arrowheads were made of iron.

**Stone Age**  
Palaeolithic to 10,000 BCE (end of the Ice Age) / Mesolithic to 4000 BCE / Neolithic to 2300 BCE  
Early Stone Age Man was a hunter-gatherer, travelling around following food sources, setting up camps. Some lived in caves, although not many as this was dangerous. Scientists believe they had fires but used naturally occurring fire to bring to a complete leg a lightning strike rather than making one by themselves. By the time it was the Neolithic Age, people stopped travelling and settled, becoming farmers and domesticating sheep, cattle and pigs. They learned how to suture leather to make warm, comfortable clothes and they used wool from sheep to spin, thread and weave into clothes. They built homes from wooden planks and covered it with wattle and daub. The roof was thatched using reeds. During this period, they also made clay pots for cooking, serving food and storing water. Huge tombs were made with dead remains.

**Bronze Age**  
2300 BCE to 800 BCE  
The mining of metals helped transform the world's use of trade, weaponry pottery and jewellery. The creation of bronze, gold and copper items around this time signalled the end of the Stone Age and the start of the Bronze Age. These improved tools led to developments in farming and therefore larger productions able to feed growing cities. The invention of the wheel meant that animal drawn vehicles could drive along tracks and roads. The potter's wheel and textile production meant that better pottery and clothing could be produced.

**Iron Age**  
800 BCE to 43 CE  
The Iron Age is a period of history when iron became the preferred metal of choice for making tools which is seen to have ended with the spread of the Roman Empire from 43 AD. Iron was more readily available than bronze and was much easier to work with. This led to further improvements in farming and diet. During this time the Celts lived as an advanced Iron Age society. There were three main branches of Celts in Europe - Brythonic, Gallic and Gaelic. Brythonic Celts (Britons) settled in England. Some people can still speak Celtic languages such as Welsh and Gaelic. Most Iron Age people worked and lived on small farms and their lives were governed by the changing of the seasons.

**OLD BOB KNOWS!**

Famous Bronze Age civilizations included the Shang Dynasty, Indus Valley, Ancient Egyptians and the Sumerians.

# BEGINNING AND END OF DAY ARRANGEMENTS



## Start of day

- Children can go straight in to class once the bell has rung. The teacher/LSA will be either at the door or in the classroom to greet them.
- Before school is not the best time to 'catch' the teacher – please speak at the end of the day or make an appointment at the office.

## End of day – we need to ensure the children are going home safely

- Please state clearly on your end of day arrangements who will be collecting and where from.
- Lots of children leave via the same doors – please allow enough room for children to be dismissed
- Please allow the teacher time to dismiss your child to you.
- Please do not let children to play on the equipment.

# TRIPS AND VISITS

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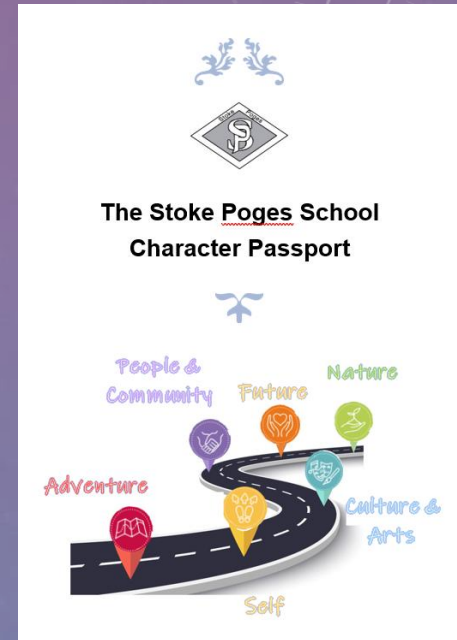
# CHARACTER

We are committed to fostering the personal development of all our pupils through a variety of teaching and learning opportunities. Our goal is to prepare them for life in modern Britain, encouraging them to become responsible and active citizens who contribute positively to society and show respect for those who are different from themselves. Our Values underpin both the learning behaviours and character traits that the children should aspire to demonstrate in all aspects of school life and beyond.

Character education is essential in today's world, as it equips pupils with the positive personal qualities, dispositions, and moral compass needed to navigate society. We aim to cultivate virtues, ethical values, and character traits that promote motivation and guide conduct. This allows pupils to reflect thoughtfully, learn eagerly, act with integrity, and collaborate well with others—qualities they need to thrive in our society. Our Character Education is integrated throughout the curriculum, school culture, and extra-curricular activities.

We have designed a series of enriching and rewarding experiences to support our character education initiative. These are outlined in our Character Passports, which will be stamped upon completion and kept at school until the end of Year 6.

# Character Passport



## Building our character

	Passport to Nature	Passport to People & Community	Passport to Self	Passport to Future	Passport to Culture and The Arts	Passport to Adventure
Reception	Search for a minibeast	Litter Pick	Taste a new fruit	Care for an animal	Paint through music inspiration	Immersive flight day
Year 1	Go on a seasonal walk	Post a letter	Dance in the rain	Speak to local people who help us	Create a piece of art for an exhibition	Go welly wandering
Year 2	Make a home for a small creature	Visit a key landmark	Eat something you have grown	Create a class time capsule	Retell a story to an audience	Have a picnic in the wild
Year 3	Visit a woodland area	Make a pen-pal from a contrasting location in the UK	Learn a new playground game	Bake your own biscuits and hold a class bake sale	Retell a Greek Myth	Build a den
Year 4	Visit a pond	Highlight a local issue and raise awareness	Make your own game and teach it to someone else	Research a career you have never heard of	Perform a Shakespearean Soliloquy	Take part in a team-building activity challenge
Year 5	Have a paper-free day at school	Invite a local representative to discuss the local area	Take part in 5 minutes of daily mindfulness	Run a healthy food tuck shop	Experience a live performance	Light a fire with flint and toast marshmallows
Year 6	Take part in a class debate about the environment	Explore and discuss children's human rights and the lives of children around the world	Explore stress management techniques	Plan and manage an event using a budget	Write and deliver a speech	Take part in orienteering

## Building our character

	Passport to Nature	Passport to People & Community	Passport to Self	Passport to Future	Passport to Culture and The Arts	Passport to Adventure
Reception	Search for a minibeast	Litter Pick	Taste a new fruit	Care for an animal	Paint through music inspiration	Immersive flight day
Year 1	Go on a seasonal walk	Post a letter	Dance in the rain	Speak to local people who help us	Create a piece of art for an exhibition	Go welly wandering
Year 2	Make a home for a small creature	Visit a key landmark	Eat something you have grown	Create a class time capsule	Retell a story to an audience	Have a picnic in the wild
Year 3	Visit a woodland area	Make a pen-pal from a contrasting location in the UK	Learn a new playground game	Bake your own biscuits and hold a class bake sale	Retell a Greek Myth	Build a den
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# ENRICHMENT

- **Extra-curricular clubs**
- **Educational visits**
- **Visitors to school**
- **Curriculum Weeks (e.g. Science, Art...)**
- **World Book Day**
- **Hook / WOW days at the beginning of topics**
- **PTA Events**
- **Junior Challenge**

# PUPIL PREMIUM

- If you believe you are eligible for Pupil Premium FSM, please complete the 2025/26 Application Form that was emailed to you or contact The Office for a copy.
- This is NOT the same as Universal Infant Free School Meal, which entitles Reception, Year 1 and Year 2 children to free meals.
- Existing pupil premium eligible parents including if you have transferred from another school also need to complete the form please.
- Pupil Premium FSM is a major funding trigger for our school. Therefore, parents / carers of children in Reception, Year 1 and Year 2 should still apply. Pupil Premium FSM is for any child from Reception to Year 6.
- Under current regulations children whose parents/carers are in receipt of any of the following will be entitled to free school lunches via the Pupil Premium FSM eligibility:
  - Universal Credit with an annual net earned income of no more than £7,400
  - Income Support (IS)
  - Income-based Job Seeker's Allowance (IBJSA)
  - An Income-related employment and support allowance (ESA)
  - Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190
  - Support under Part VI of the Immigration and Asylum Act 1999
  - The guaranteed element of the State Pension Credit
  - Where they are entitled to Child Tax Credit and also Working Tax Credit during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to free school meals\*
- Please return your application form via the school office, or email it to [office@stokepoges.school](mailto:office@stokepoges.school) by the end of this week.

# JUNIOR CHALLENGE - BRONZE

## **What is the Junior Challenge – Bronze Award?**

*The Junior Challenge is inspired by the Duke of Edinburgh award but for Primary Children. Over the course of the year, children will have the opportunity to participate in three sections:*

- *Community*
- *Learning a new skill*
- *Physical*

*At the end of the year, children will take part in a 5km hike before having a BBQ and sleepover at school as a reward for completing their bronze medal. They will also have the opportunity in Year 5 and 6 to achieve their silver and gold awards.*

# JUNIOR CHALLENGE - BRONZE



# COMMUNICATION

- Friday e-mail
- Regular school e-mails
- Class What's Apps
- School website
- Menu changes
- Parents' Evening – 14th and 16th October
- Phone school office: 01753 643 319
- Email school office and it will be forwarded to teachers

[office@stokepoges.bucks.sch.uk](mailto:office@stokepoges.bucks.sch.uk)

The screenshot shows the top portion of the Stoke Poges School website. At the top left is the school's logo, a diamond shape containing a stylized 'S' and 'P' with 'Stoke Poges' written around it. To the right of the logo is the school's motto: "Building on high expectations". Further right, the text "The Stoke Poges School" is displayed. Below these elements is a purple navigation bar with the following links: "Home", "Our School", "Curriculum", "Extra-Curricular", "Year Groups", and "Community". At the bottom of the screenshot, there are four purple buttons with icons and text: "Latest news" (with a document icon), "School calendar" (with a calendar icon), "Contact the school" (with a telephone icon), and the "Ofsted" logo.