

WELCOME EVENING LKS2

2026-27

YEAR 4



Building on high expectations

The
Stoke
Poges
School

MEET THE LKS2 TEAM

Year 4:

Mr. Adams

Mr. Geraghty

Mr Follant

Mrs. Randall
Mrs Shearer

Mrs. Muzzam

Mrs Kaur &

ORGANISATION

The background is a gradient of purple and blue, transitioning from a darker purple at the top to a lighter blue at the bottom. It features several faint, white geometric patterns. In the top right, there is a large circular scale with degree markings from 0 to 210. In the bottom right, there are concentric circles with arrows indicating a clockwise direction. In the bottom left, there are more concentric circles with arrows. The word 'ORGANISATION' is centered in the upper half of the image, underlined.

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



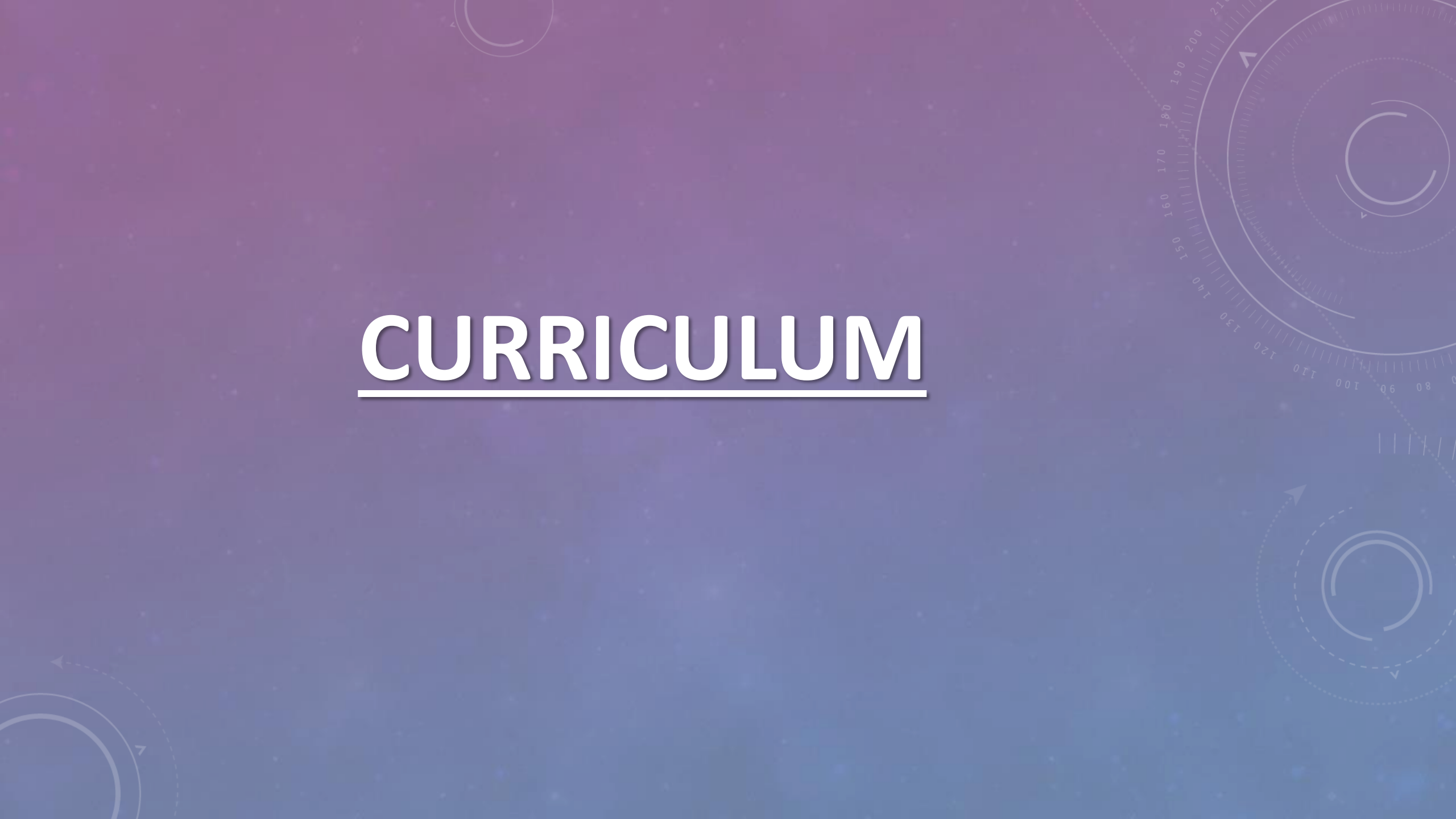
PENCIL CASES

- 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



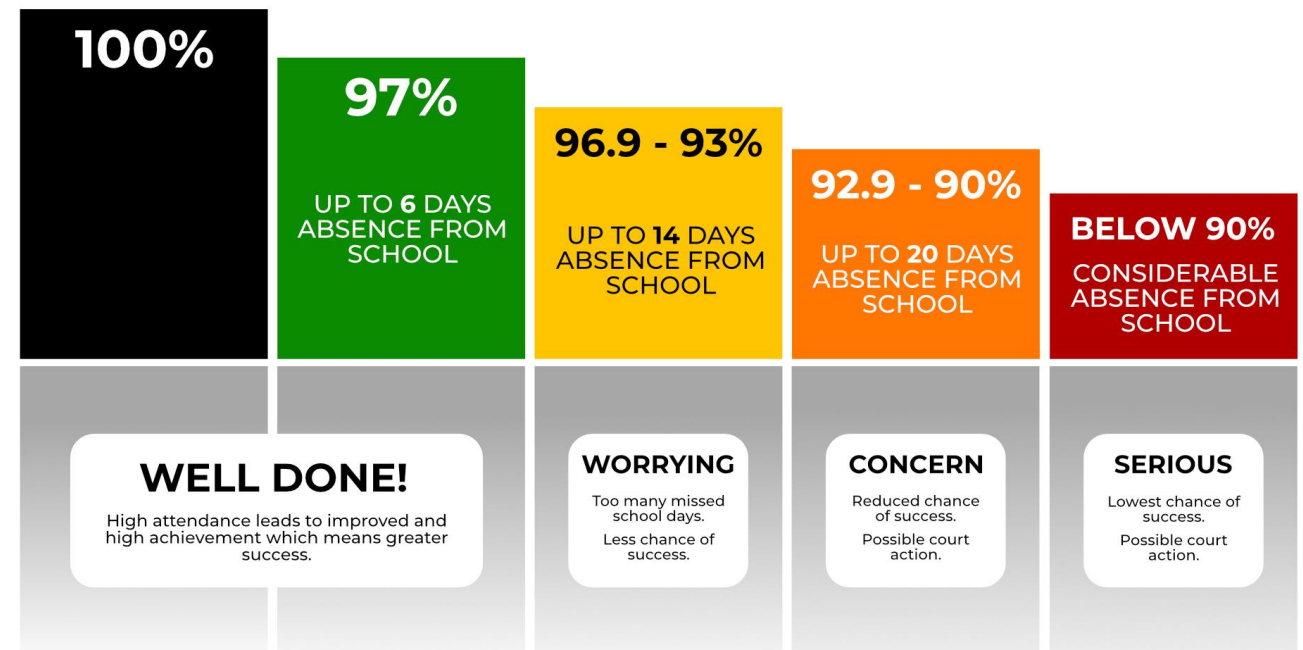
CURRICULUM

The background is a gradient of purple and blue, speckled with small white dots. On the right side, there is a large, faint circular scale with numbers from 0 to 210. Several concentric circles and dashed lines with arrows are also visible, creating a technical or scientific aesthetic.

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?



There are 175 non-school days a year.
That's plenty of time to go on visits, holidays, shopping and other appointments.

CURRICULUM

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

 THE STOKE POGES SCHOOL Long Term Plan Year 4 2019-20			
	Autumn Term The Empire Strikes (Romans)	Spring Term The Living Rainforest	Summer Term The Mysteries of the Maya
Values	Kindness, Equality, Friendship, Love	Hope, Thoughtfulness, Respect	Courage, Resilience, Individuality, Courtesy
Enrichment (Visits / visitors)	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)
English	Adventure Stories – Dragons Traditional stories, descriptive writing, imaginary worlds, dilemma and issues • Draft and write by composing and rehearsing sentences orally • Plan writing by discussing and recording ideas. • Draft and write narratives: creating settings, characters and plot with consideration for the audience and purpose. • Propose changes to grammar and vocabulary to improve consistency Information Text – The Roman Army Non chronological report, letter, debate, CV • 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 • Draft and organise paragraphs around a theme. • Draft and write non-narrative material, using simple organisational devices (e.g. headings and sub-headings). • Proof read for spelling and punctuation	Shakespeare's Play scripts Script writing, scenes within scenes, film narrative, timeline, biography, role play, interviews • Participate in discussions, presentations, performances, role play, improvisations and debates • Create a play script based on a narrative • Evaluate and edit by assessing the effectiveness of my own and others' writing. Persuasive Writing – Deforestation Stories from other cultures, descriptive writing, argument, letter, leaflet • 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 • Draft and organise paragraphs around a theme. • Articulate and justify answers, arguments and opinions • Select and use appropriate registers for effective communication. • Consider and evaluate different	Stories from other cultures – Folktales Myths, legends, traditional stories, stories from other cultures • Plan writing by discussing and recording ideas. • Draft and write narratives: creating settings, characters and plot with consideration for the audience and purpose. • Evaluate and edit by assessing the effectiveness of one's own and others' writing and suggest improvements • Read aloud my own writing Explanation Texts – The Water Cycle Instructions, explanation, diagrams, recount • 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 • Draft and organise paragraphs around a theme. • Draft and write non-narrative material,

ENGLISH

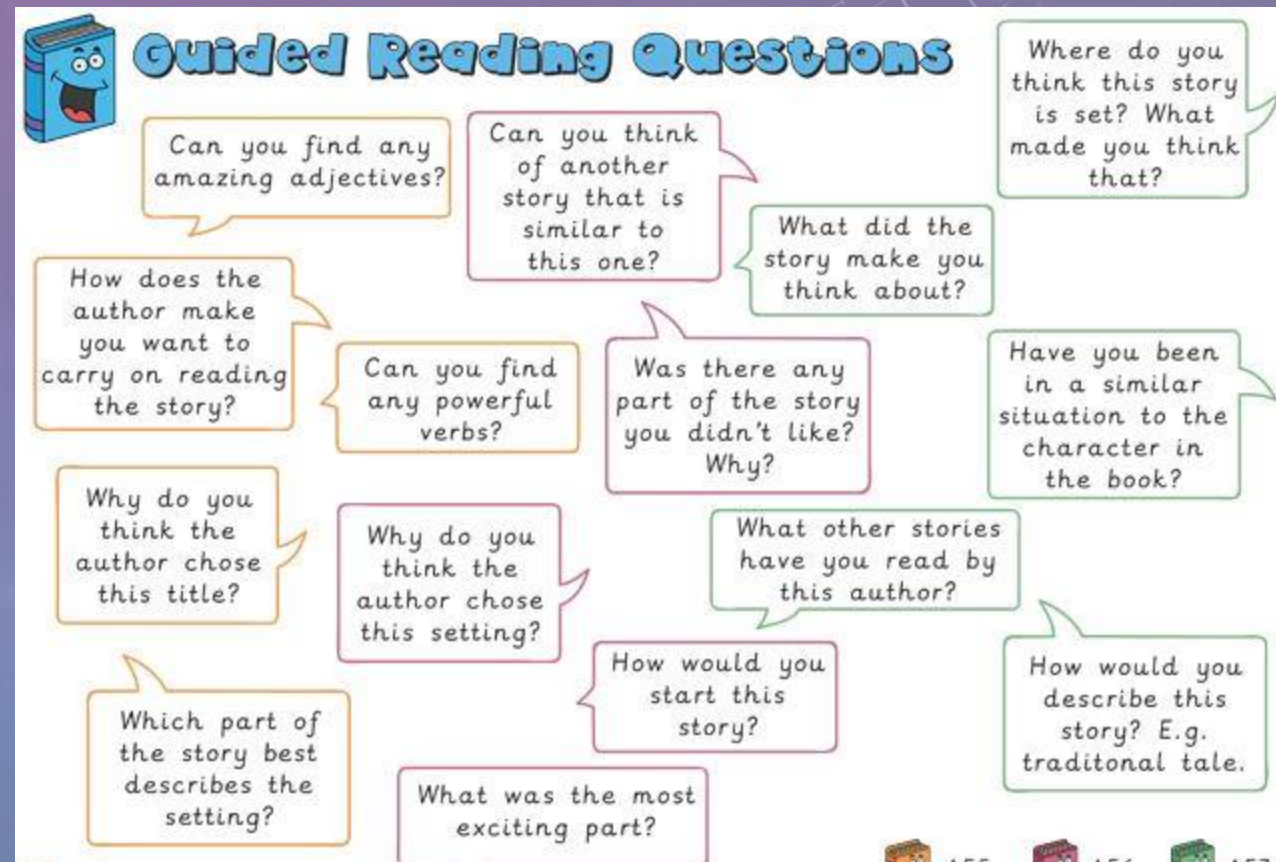
- End of year expectations can be found on the school website:
<http://www.stokepoges.bucks.sch.uk>
- End of Year Expectations document outlines the 'Key Performance Indicators' children needed to achieve a Secure at the end of Year 4.
- Creative curriculum – relate to Topic e.g. The Romans.
- Pathways to Write is our English scheme.
- Variety of genres (explanation text, diary entries, persuasive writing, poetry, myths etc)
- SPAG lessons incorporated into the teaching of English
- Spelling patterns homework set weekly
- Individualised Spellings for testing



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

READING!
for Pleasure

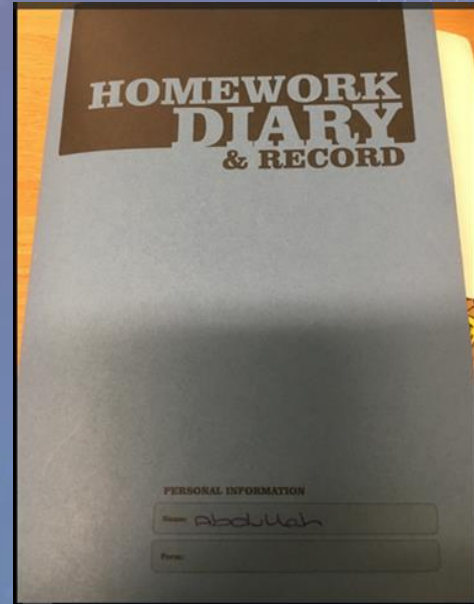


Teaching of reading is done with the class teacher in school:

- **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
- **Class Book** – each teacher will choose a book to read to their class , simply for enjoyment.
- **Reading Records** – In their homework diaries, we are expecting the children to record their reading daily; writing the Book Title, Pages read and a comment.
- **VIPERS questions** – these are very useful for structuring questions around the text and can prompt conversations at home.

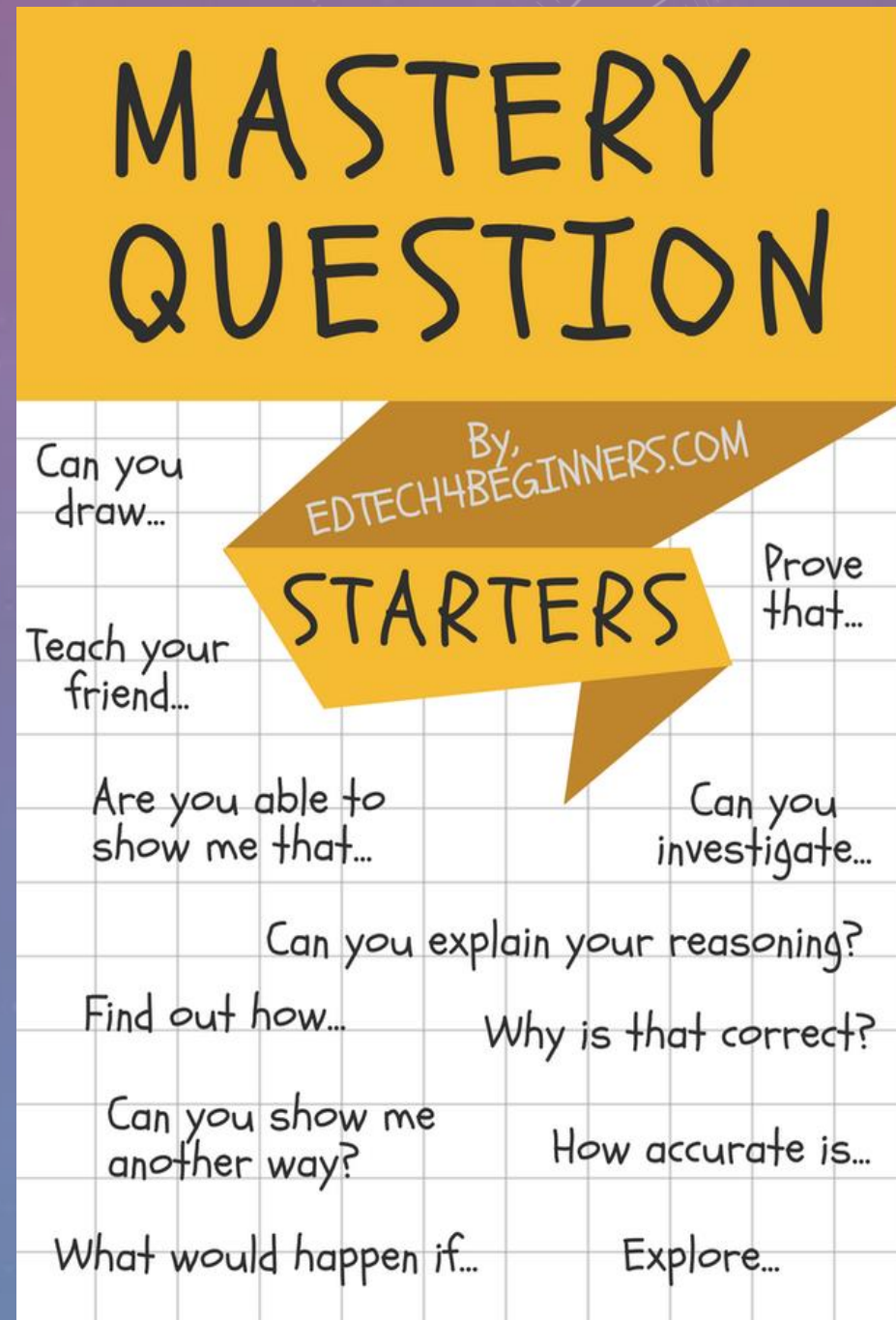
READING AT HOME

- 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.
- Communicate using the Homework Diary (remind children to show us)



MATHS

- End of year expectations for Maths can be found on school website: <http://www.stokepoges.school>
- 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



KIRFS



Mathematics Key Instant Recall Facts

KIRFs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<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>
Year 4	<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>
Year 5	<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 12×12</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 12^2 and their square roots</i>	<i>I can find factor pairs of a number</i>
Year 6	<i>I know the multiplication and division facts for all times tables up to 12×12</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 2027
- 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!
- The children have access to Times Tables Rock Stars, which can be used at home as well as in school.

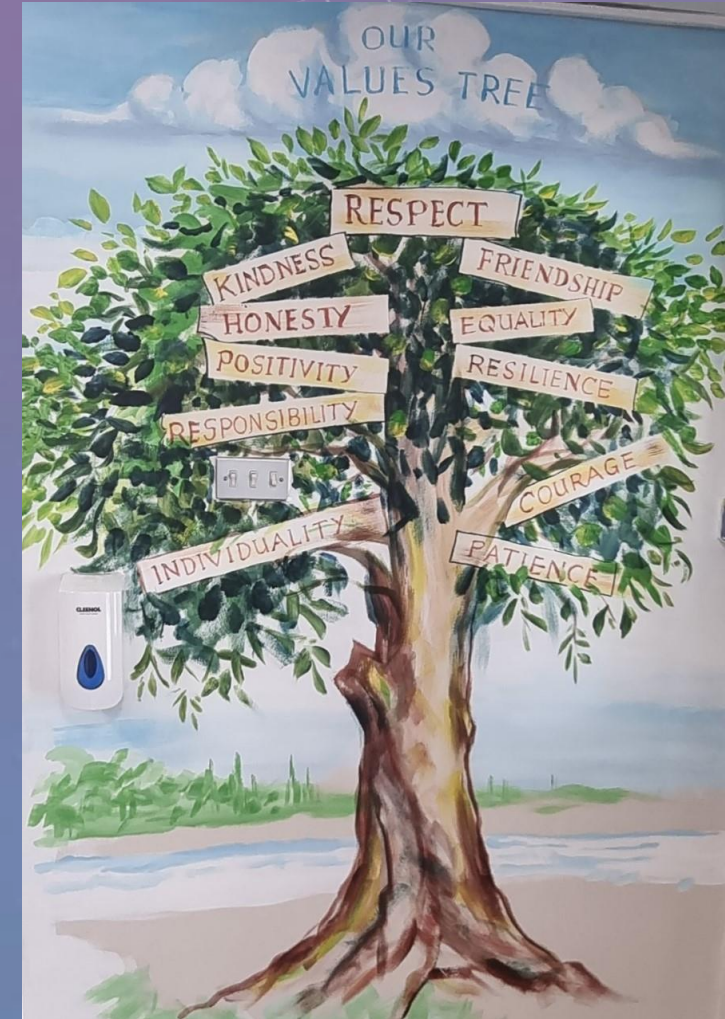
MULTIPLICATION TABLE				
1 x 1 = 1 1 x 2 = 2 1 x 3 = 3 1 x 4 = 4 1 x 5 = 5 1 x 6 = 6 1 x 7 = 7 1 x 8 = 8 1 x 9 = 9 1 x 10 = 10	2 x 1 = 2 2 x 2 = 4 2 x 3 = 6 2 x 4 = 8 2 x 5 = 10 2 x 6 = 12 2 x 7 = 14 2 x 8 = 16 2 x 9 = 18 2 x 10 = 20	3 x 1 = 3 3 x 2 = 6 3 x 3 = 9 3 x 4 = 12 3 x 5 = 15 3 x 6 = 18 3 x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

LKS2 EXPECTATIONS

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VALUES

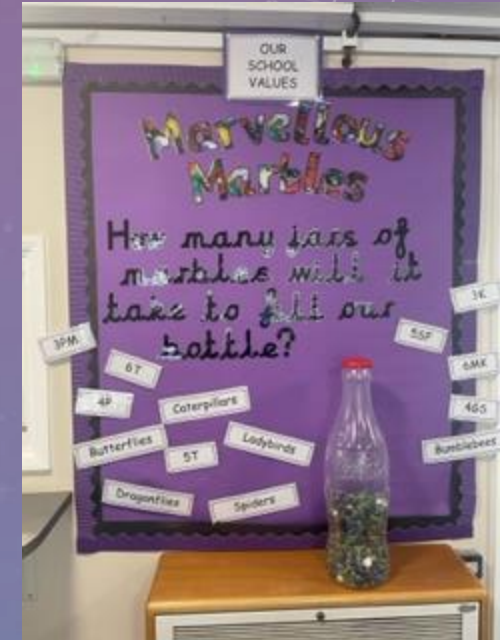
- Every month we will be introducing and promoting a specific value across the school.
- Please also encourage this value at home.
- Classes will collect marbles in a jar every time they show each value. If the jar is full by the end of the month They will receive a class treat such as: toy afternoons,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



REWARDS AND SANCTIONS

- At Stoke Poges we follow three core rules:
 - Ready *Are you ready to learn? Are you ready to walk through the school?*
 - Respectful *Are you being respectful to your peers and the adults you learn with?*
 - Safe *Are you using the equipment / resources safely? Are you walking around the school in a safe manner?*
- Sanctions
 - Reminder, Caution, Last Chance and a Time Out
- Rewards
 - Rainbow Tickets and Team Points – Learning
 - Marbles in the jar – School Values
 - Children to receive a class treat if they fill their marble jar
 - Star of the Week

Marble Jar



Rainbow tickets



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 of purple and blue, speckled with white dots. It features several faint, light-blue geometric elements: a circular scale with degree markings (90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210) and arrows in the top right; a dashed circular arrow in the bottom right; and partial circular outlines with arrows in the bottom left and top center.

P.E. AND GAMES

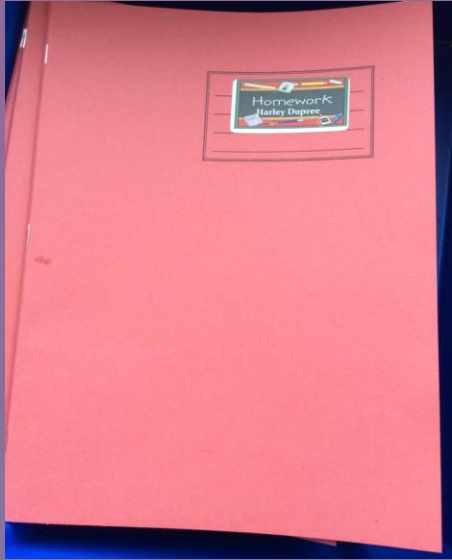
- There will be two lessons of PE a week
- Uniform: P.E. – purple polo shirt and black shorts,
Games – purple polo shirt, black shorts, black joggers,
crew neck black jumper/school jumper, trainers

PE days are Tuesdays and Fridays

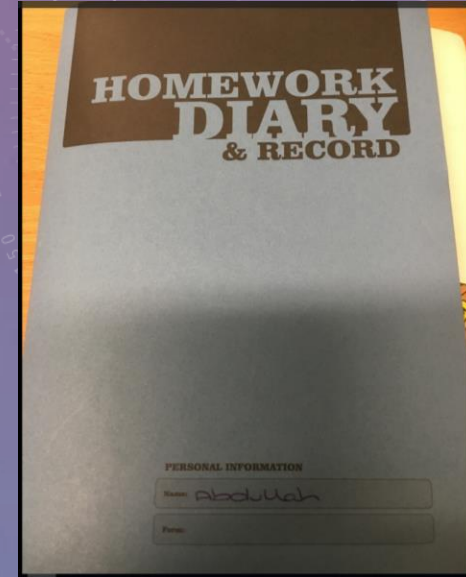
Please ensure everything is labelled



HOME LEARNING



- Homework Diary (Doubles as a Reading Record)
- 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 for children to learn personalised spellings and will be in the back of their red homework books 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

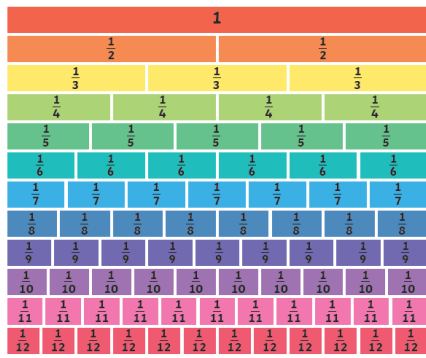
- Named person
- Worry boxes
- PSHE – Jigsaw
- Assemblies
- Collective worship / reflection time

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	 $\frac{3}{8}$ Numerator How many equal parts of the whole are needed? Denominator How many equal parts are in the whole?	$\frac{1}{3}$ Less than $\frac{2}{3}$	$\frac{4}{5}$ Greater than $\frac{3}{5}$
denominator			
unit fraction			
non-unit fraction			
equivalent	Equivalent Fractions		
halves	 is equal to... $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$ 		
thirds			
quarters			
fifths			
sixths			
eighths	 is equal to... $\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16} = \frac{5}{20}$ 		
tenths			
decimal tenths			
 visit twinkl.com			




STONE AGE TO IRON AGE




Timeline						
13,000 B.C.	4500-3500 B.C.	2300 B.C.	1800 B.C.	1200-800 B.C.	800-700 B.C.	700-500 B.C.
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 hall forts are made	Iron is more commonly being used
						100 B.C.
						Coins were 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.
neolithic	A new era after ancient farming earth during the Ice Age.
Skara Brae	Early Stone Age people founded dug houses and travelled.
Neolithic	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 central roof and walls and daub walls.
weapons	Combining copper and tin to make bronze 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 off enemies.
smelting	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 fire but used naturally occurring fire to bring to a complete light a lightning struck 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 soften 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 straw 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 mixing of metals helped transform the world's use of tools, 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 lead 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 was much easier with the spread of the Roman Empire from 43 A.D. Iron was more readily available than bronze and it seems to have ended with the spread of the Roman Empire from 43 A.D. Iron was more readily available than bronze and it seems to have ended with the spread of the Roman Empire from 43 A.D. Iron was more readily available than bronze and it seems to have ended with the spread of the Roman Empire from 43 A.D.

Did You Know?

Famous Iron 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

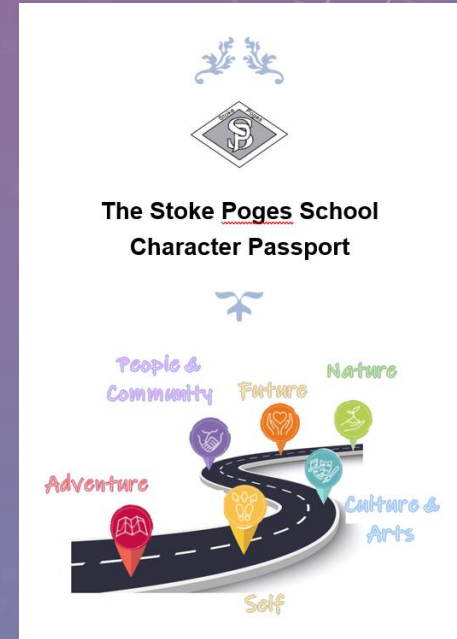
CHARACTER

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

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ENRICHMENT

- Extra-curricular clubs
- Educational visits
- Visitors to school
- Curriculum Weeks (e.g. Science, Art...)
- World Book Day
- Topic based days and events
- PTA Events
- Junior Challenge

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 WhatsApps
- School website
- Menu changes
- Parents' Evening – 20th and 26th October
- Phone school office: 01753 643 319
- Email school office and it will be forwarded to teachers

office@stokepoges.bucks.sch.uk

