

# WELCOME EVENING 2025 - 2026



*Building on high expectations*

The  
Stoke  
Poges  
School

Phase Leader: Mr Adams

# MEET THE YEAR 3 TEAM

Year 3:

**Ash** Mrs Bennett

Mrs Ballinger-Ball

**Maple** Mrs Payne (Mon – Wed)  
Mrs Macaulay (Thurs – Fri)

Mrs Young (Mon -Tues)  
Mrs Patel (Wed - Fri)

# ORGANISATION

The background features a gradient from deep purple on the left to a lighter blue on the right. It is decorated with faint, stylized circular elements. On the right side, there is a large, semi-circular scale or gauge with numerical markings from 0 to 210. Several concentric circles and dashed lines with arrows are also visible, suggesting a technical or scientific theme.

# SCHOOL UNIFORM

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- White shirt and tie
- Grey skirt/tunic dress/trousers/shorts/skirts
- Purple jumper/cardigan with school logo
- White or grey socks
- Modesty shorts may be worn but must not be visible
- Black school shoes – no trainers without a valid reason and note
- 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
- PE kit must only be worn on PE days, if your child attends an after school club they must change at the end of the day
- Everything must be labelled!

# LUNCHES AND SNACKS

- Should be healthy – no sweets, chocolates, fizzy drinks
- Absolutely no nuts or nut products
- Water bottles are allowed in class, but no juice or squash
- Lunchboxes must be named
- Good idea to give the children a **snack of fruit or vegetable for break times**
- Parents can opt in to pay for milk
- Hot lunches – please check on Sundays that any hot meals pre-booked are still in place.



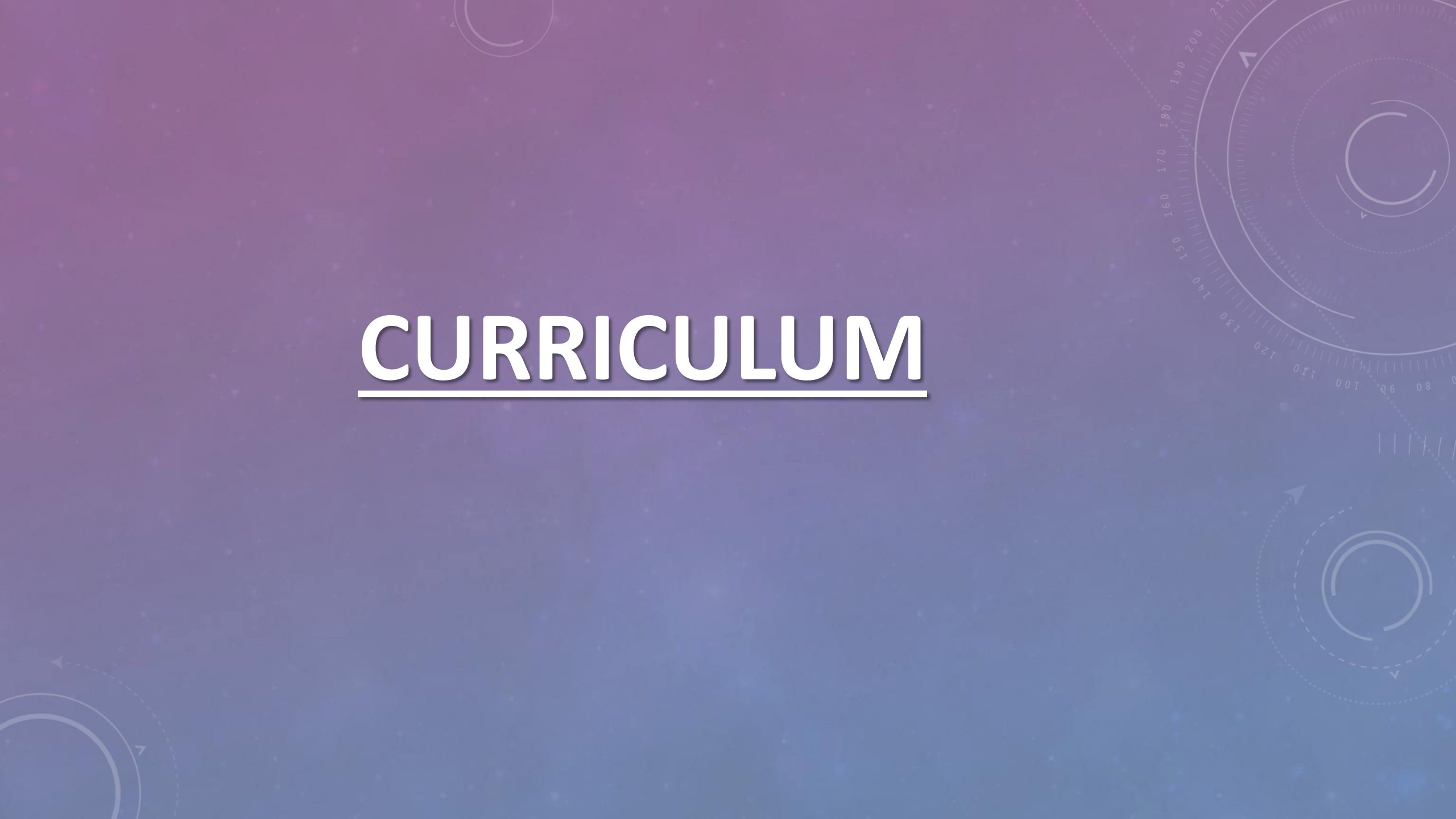
# PENCIL CASES

- In school everyday
- Reasonable size and style
- Everything labelled
- No personal or expensive items
- Recommended list of stationery:

pencil  
eraser  
ruler 30cm and 15cm  
sharpener  
blue pen  
purple pen  
colour pencils  
glue stick  
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 degree markings from 0 to 210. Several concentric circles and dashed lines with arrows are also visible, creating a technical or scientific aesthetic.

# LONG TERM PLANS

- As well as Curriculum maps, a more in depth overview can also be found on the website
- Outline areas covered for each subject
- <http://www.stokepoges.bucks.sch.uk>
- Year 3 topics this year
  - Stone Age to Iron Age/Are all settlements the same?
  - The Ancient Egyptians/ Where does our food come from?
  - The Ancient Greeks/Who lives in the Antarctica?

| THE STOKE POGES SCHOOL           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 3 Long Term Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | Stones, Bones and Spears<br>Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Incredible Egyptians<br>Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Groovy Greeks<br>Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Values                           | Kindness, Equality, Respect, Honesty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Positivity, Responsibility, Friendship, Resilience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Resilience, Patience, Individuality, Courage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Big Question                     | Would you rather live in the Stone Age or the Iron Age?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Why were the Egyptians incredible?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How did the Ancient Greeks change our lives?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Purposeful activity              | Plan and present a new invention- be an inventor like Uq!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Create a book of Egyptian tales for Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Use a shadow puppet theatre to perform a Greek play to an audience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Enrichment (visitors and visits) | Chiltern Open Air Museum-Stone Age and Iron Age Workshop                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Visitor-Mr Egypt<br>Visit to Highclere House- Tut Exhibition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Plan and organise a Mini-Olympics Greek Day                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Maths                            | <p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using different representations</li> <li>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>Read and write numbers up to 1000 in numerals and in words.</li> <li>Solve number problems and practical problems</li> <li>Find 10 or 100 more or less than a given number</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the</li> </ul> | <p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100</li> <li>Solve number problems and practical problems</li> <li>Compare and order numbers up to 1000.</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul> <p><b>Measurement: money</b></p> | <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>Solve problems that involve all of the above.</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>Use mental and formal written methods to solve multiplication number sentences</li> <li>Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> <li>Solve problems, including missing</li> </ul> |

# ENGLISH

- We use an approach called 'Take One Book' and English lessons are structured around a key text. (This half-term we will be reading Seal Surfer by Michael Foreman and linking it to our letter writing)
- The 'End of Year Expectations' document outlines the 'Key Performance Indicators' children need to achieve a Secure ARE by the end of the year
- Children will have a daily guided reading lesson, as well as an English lesson which will incorporate a SPAG starter, and a weekly spelling lesson.
- This term's guided reading book is 'The Stolen Spear'.
- Individualised spellings are set weekly on a Wednesday and tested every Monday.



# READING

We are a reading school and encourage reading for pleasure

The 'End of Year Expectations' for Reading and KPIs can be found on school website:

<http://www.stokepoges.bucks.sch.uk>

The Stoke Poges School



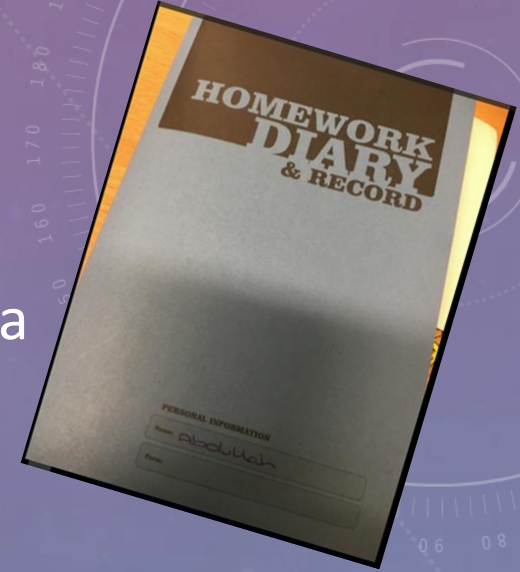
End of Year Expectations

**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 - Whole class lessons** 4x per week
- **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.
- **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.
- **Library Books** - Children have weekly library visits to choose a book to take home.

# READING AT HOME

- Reading for enjoyment is encouraged at home
- The children's reading 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
- We have specialist SEN texts available if needed
- We ask that children read for a minimum of 15 minutes at home daily
- Communicate using the Homework Diary (remind children to show us)
- We would appreciate any volunteers to hear readers in school



# MATHS

- End of year expectations for Maths can be found on the 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 3

- **Maths Mastery Approach**

- Mixed ability classes for Maths
- Aim to provide challenge for all children
- Maths homework set weekly, including Mathletics
- Calculation policy shows the methods we will be using in school (can be found on the school's website)

The Stoke Poges School



**End of Year Expectations**

# 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>                                    |

## I know number bonds for all numbers to 20

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

$2 + 9 = 11$

$5 + 9 = 14$

Example fact

$3 + 8 = 11$

$6 + 8 = 14$

family:

$4 + 7 = 11$

$7 + 7 = 14$

$6 + 9 = 15$

$5 + 6 = 11$

$6 + 9 = 15$

$9 + 6 = 15$

$3 + 9 = 12$

$7 + 8 = 15$

$15 - 9 = 6$

$4 + 8 = 12$

$7 + 9 = 16$

$15 - 6 = 9$

$5 + 7 = 12$

$8 + 8 = 16$

$6 + 6 = 12$

$8 + 9 = 17$

Example of

$4 + 9 = 13$

$9 + 9 = 18$

other facts:

$5 + 8 = 13$

$4 + 5 = 9$

$6 + 7 = 13$

$13 + 5 = 18$

$19 - 7 = 12$

### Key Vocabulary

What do I add to 5 to make 19?

What is 17 take away 6?

What is 13 less than 15?

How many more than 8 is 11?

What is the difference between 9 and 13?

### Top Tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You do not need to practise them all at once; perhaps you could have a fact of the day.

Buy one get three free – If your child knows one fact (e.g.  $8 + 5 = 13$ ), can they tell you the other three facts in the same fact family?

Use doubles and near doubles – If you know that  $6 + 6 = 12$ , how can you work out  $6 + 7$ ? What about  $5 + 7$ ?

Play Games – There are missing number questions at [www.conkermaths.org](http://www.conkermaths.org) and see how many questions you can answer in just one minute.

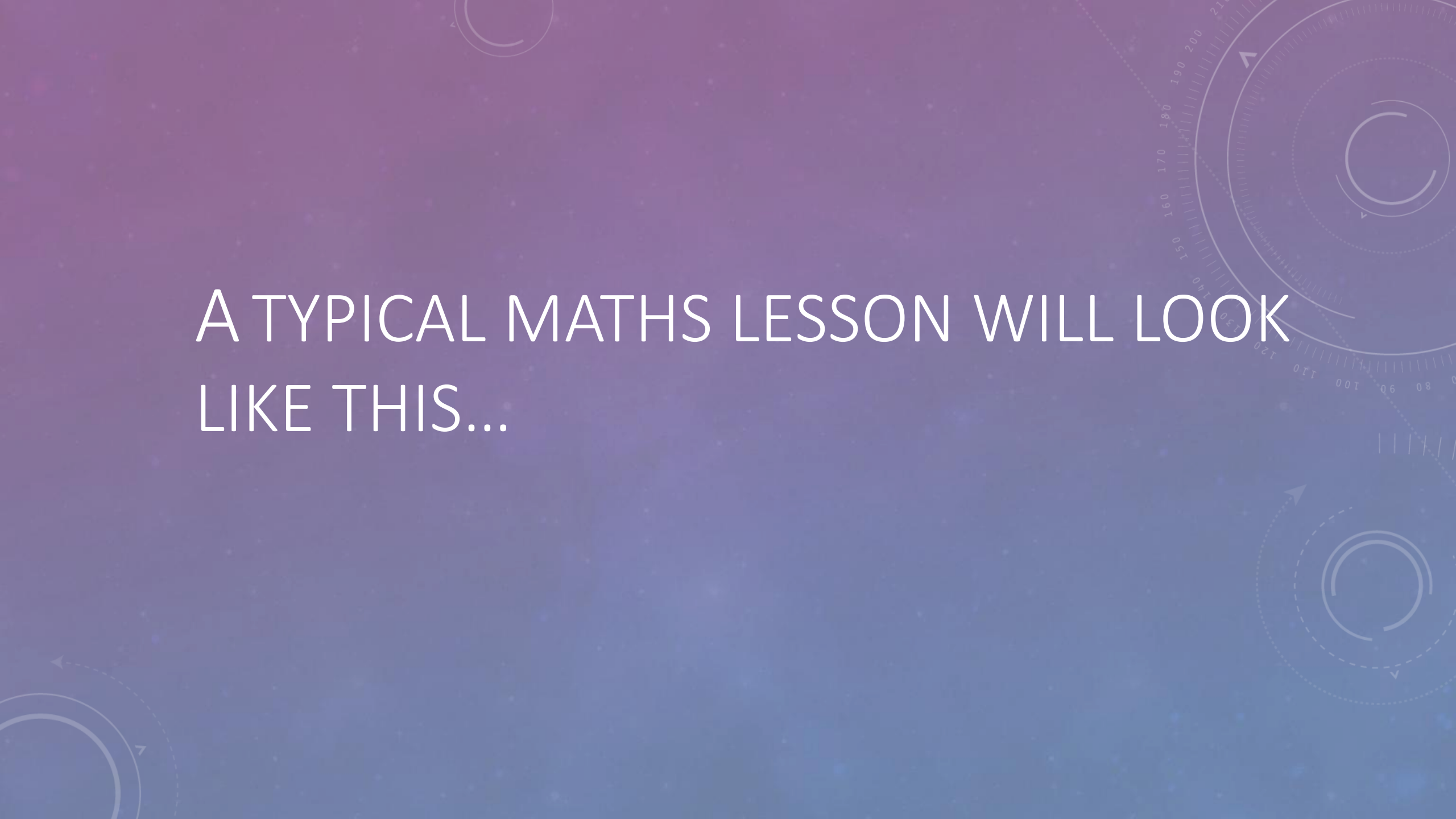
# MTC

## MULTIPLICATION TABLES CHECK

- Multiplication times table check for all of Year 4
- An external statutory check in the summer term of year 4
- 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 in 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.

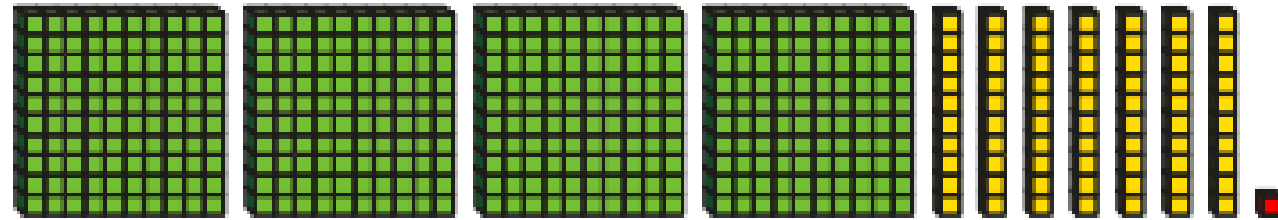
| MULTIPLICATION TABLE                                                                                                                     |                                                                                                                                          |                     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



The background is a gradient of purple and blue, overlaid with faint, light-colored mathematical diagrams. These include several concentric circles, some with arrows indicating rotation, and a large circular scale with degree markings (0, 90, 180, 270) and tick marks, resembling a protractor or a circular coordinate system. The text is centered in the upper half of the image.

A TYPICAL MATHS LESSON WILL LOOK  
LIKE THIS...

Complete the number sentences.



a)  $471 = 400 + 70 + \boxed{\phantom{00}}$

d)  $471 = 410 + \boxed{\phantom{00}}$

b)  $471 = 400 + 20 + \boxed{\phantom{00}}$

e)  $471 = 460 + \boxed{\phantom{00}}$

c)  $471 = 400 + 50 + \boxed{\phantom{00}}$

f)  $471 = \boxed{\phantom{00}} + 61$

Complete the sentences.

a)  $\boxed{\phantom{00}}$  ones are equal to 1 ten.

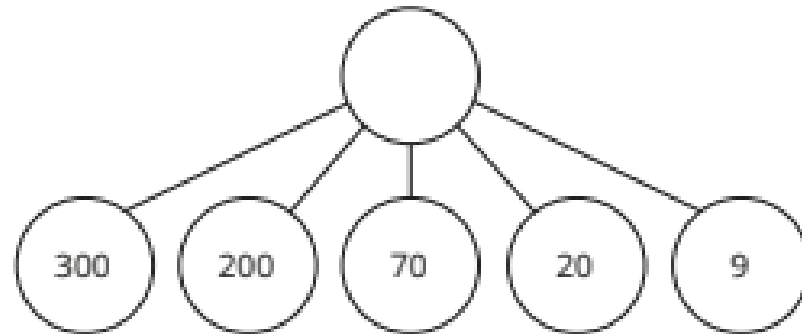
b)  $\boxed{\phantom{00}}$  tens are equal to 1 hundred.

c)  $\boxed{\phantom{00}}$  hundreds are equal to 1 thousand.

• *Is  $200 + 100 + 50 + 16$  equal to  $300 + 60 + 6$ ? How do you know?*

# Challenge 1

What is the whole?



Answers

Partition 367 in five different ways.

Compare answers with a partner.

What is the same? What is different?



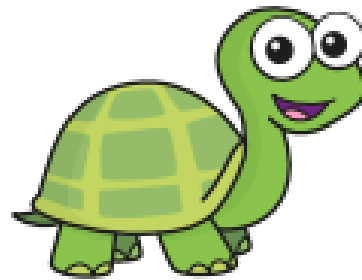
Answers

## Challenge 2

Tiny is thinking of a number.



My number can be  
partitioned into 3 hundreds,  
16 tens and 12 ones.



Complete the number sentence to partition Tiny's number in  
a different way.

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

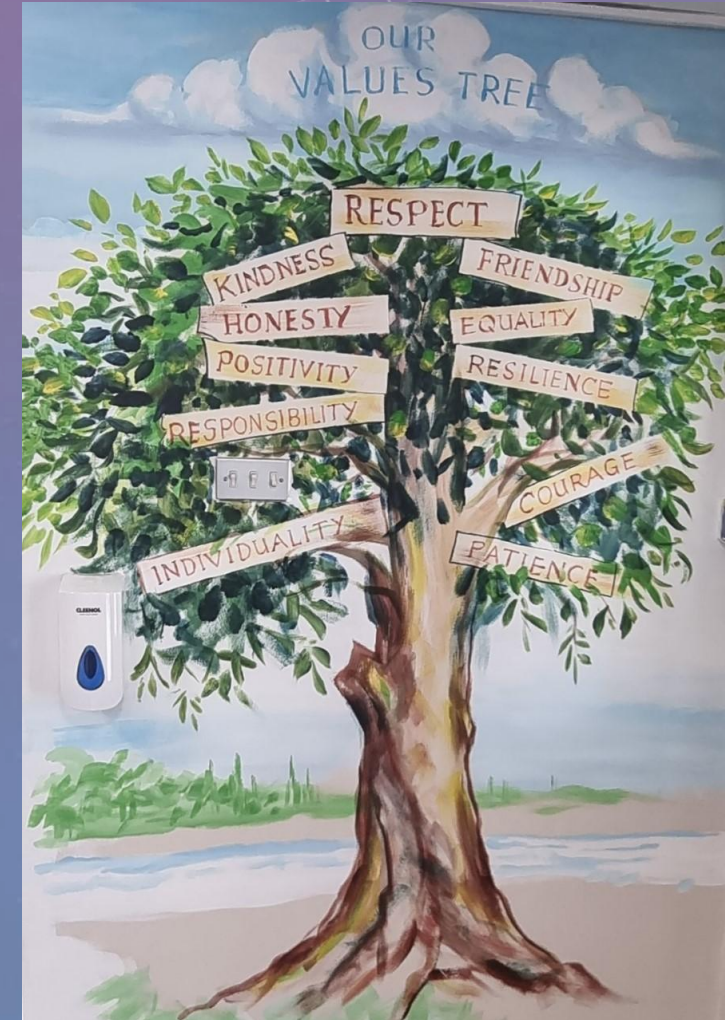
Answers

# LKS2 EXPECTATIONS

The background features a gradient from purple at the top to blue at the bottom, with a subtle pattern of small white dots. Faint, light-colored circular lines and arrows are scattered across the background. On the right side, there is a large, detailed circular scale with numerical markings from 0 to 210 in increments of 10. The scale has concentric circles and arrows indicating a clockwise direction.

# VALUES

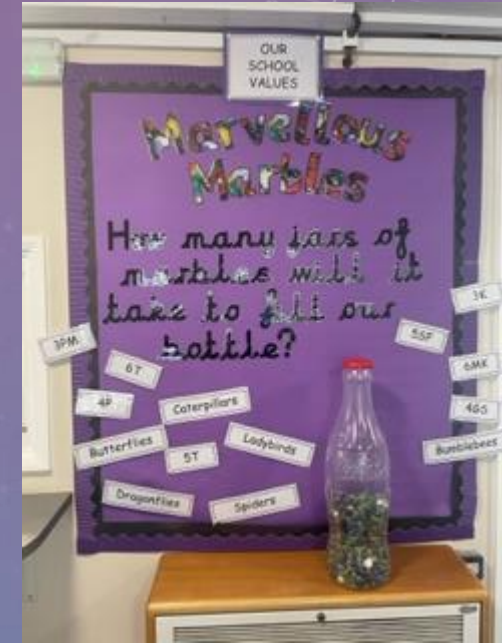
- Every month we will be introducing and promoting a specific value across the school.
- Please also encourage this value at home.
- Classes will collect marbles in a jar every time they show each value. If the jar is full by the end of the month they will receive a class treat such as: toy afternoons,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



# 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 / 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 resembling stars. It features several faint, light-blue geometric patterns: a large 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 smaller circular scale with an arrow in the bottom right; and partial circular patterns with arrows in the top left and bottom left.

# TIMINGS OF THE SCHOOL DAY

Start of day – 8.40am with lessons beginning at 8.50am

Break – 10.30 to 10.45am

Lunch – 12.15 to 1.15pm

End of day – 3.15pm

During drop off and pick up, please park away from school and do not drive onto site at this time. This is for the safety of all.

## Lates

If your child is unfortunately late for school (after 8.50am), an adult must sign them in at Reception please.



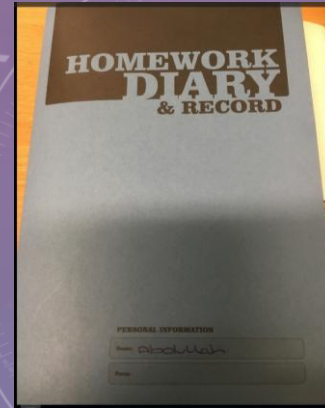
# P.E. AND GAMES

- Uniform: P.E. – purple polo shirt and black shorts,  
Games – purple polo shirt, black shorts, black joggers,  
crew neck black jumper/school jumper, trainers  
everything labelled

PE – this will occur twice a week (Monday and Friday)  
children may come to school wearing their kit



# HOME LEARNING



- Homework diary NO Reading Records
- Homework Diary needs to be in school everyday
- **Spellings and Maths set weekly**
- **Termly project set based around a theme (3 tasks to be completed per term)**
- Encourage good presentation
- Children responsible for handing in homework
- Communicate using the homework diary (remind children to show us)



If homework is not handed in on time, children will be given a day's grace and will expect it in school the next day. If it is still not handed in, children will complete their homework at lunchtime with their teacher.

If this happens twice in one half term, class teachers will speak to parents and if there is a third incident then children will be sent to the phase leader.

|                                                               | MON       | TUES  | WED       | THUR | FRI   |
|---------------------------------------------------------------|-----------|-------|-----------|------|-------|
| Handed Out                                                    |           |       | Spellings |      | Maths |
| Due in                                                        | Spellings | Maths |           |      |       |
| Multiplication tables, project work and reading are on-going. |           |       |           |      |       |

# SPELLINGS

- Spellings are set weekly.
- Spelling Shed scheme is used to teach spelling– linked to phonics
- NC list for children to learn personalised spellings and will be in their red homework books and can also be found on school website
- Spellings to learn will be highlighted in yellow (10 per week)
- Once they spell the word correctly in the spelling test, the teacher will then highlight in green.

## Year 3 and 4 Statutory Spellings

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

# KNOWLEDGE ORGANISERS

- 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 can be found on the school website and contain key information for pre-teaching, such as vocabulary, and useful links which will enable you to find out more about a subject

| Ancient Egypt                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                     | LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Key Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                     | <b>Timeline</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| BC                                                                                                                                                                                                                                                                                                                                                                                                                                                | Used to show that a date is before the year 0. This is counted backwards, so 200 BC is before 100 BC.                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| AD                                                                                                                                                                                                                                                                                                                                                                                                                                                | Used to show that a date is after the year 0. This is counted forwards, so AD 100 is before AD 200.                                 | <b>Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| irrigation                                                                                                                                                                                                                                                                                                                                                                                                                                        | A system of canals or channels Egyptians dug to supply water to grow crops over a larger area than the water would reach naturally. | <p>Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Almost all scribes were men, although there is some evidence of female doctors being able to read hieroglyphs in medical texts.</p> <p>Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken.</p> <p>The Rosetta Stone, discovered in 1799, was written in hieroglyphs and two other languages, including ancient Greek, which linguists (language experts) could still read.</p> <p>Linguists translated the hieroglyphs by comparing the languages. It took 20 years to translate all the text into modern language.</p> |  |
| silt                                                                                                                                                                                                                                                                                                                                                                                                                                              | Fine particles of soil, clay or sand carried and left by water.                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| hieroglyphics                                                                                                                                                                                                                                                                                                                                                                                                                                     | A system of writing that used pictures and symbols (hieroglyphs) instead of letters.                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| cartouche                                                                                                                                                                                                                                                                                                                                                                                                                                         | An oval shape in which the names of kings and queens were often written in hieroglyphics to show that they were special.            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| pharaoh                                                                                                                                                                                                                                                                                                                                                                                                                                           | A ruler of ancient Egypt.                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>The Nile</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <p>The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas.</p> <p>Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper.</p> |                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |

# ENRICHMENT

- Extra-curricular clubs
- Educational visits
- Visitors to school
- Curriculum days (e.g. Science, Art...)
- World Book Day

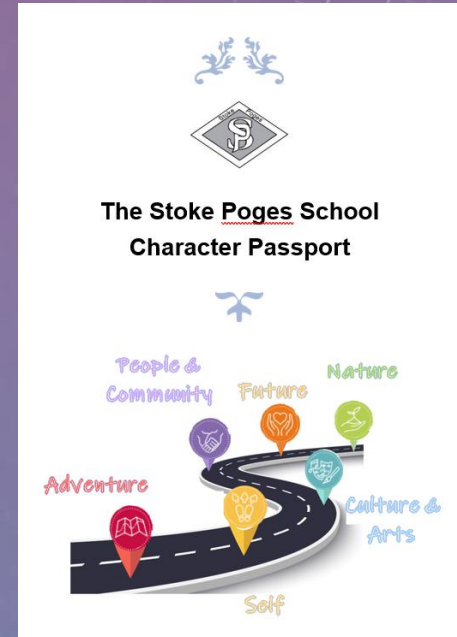
# CHARACTER

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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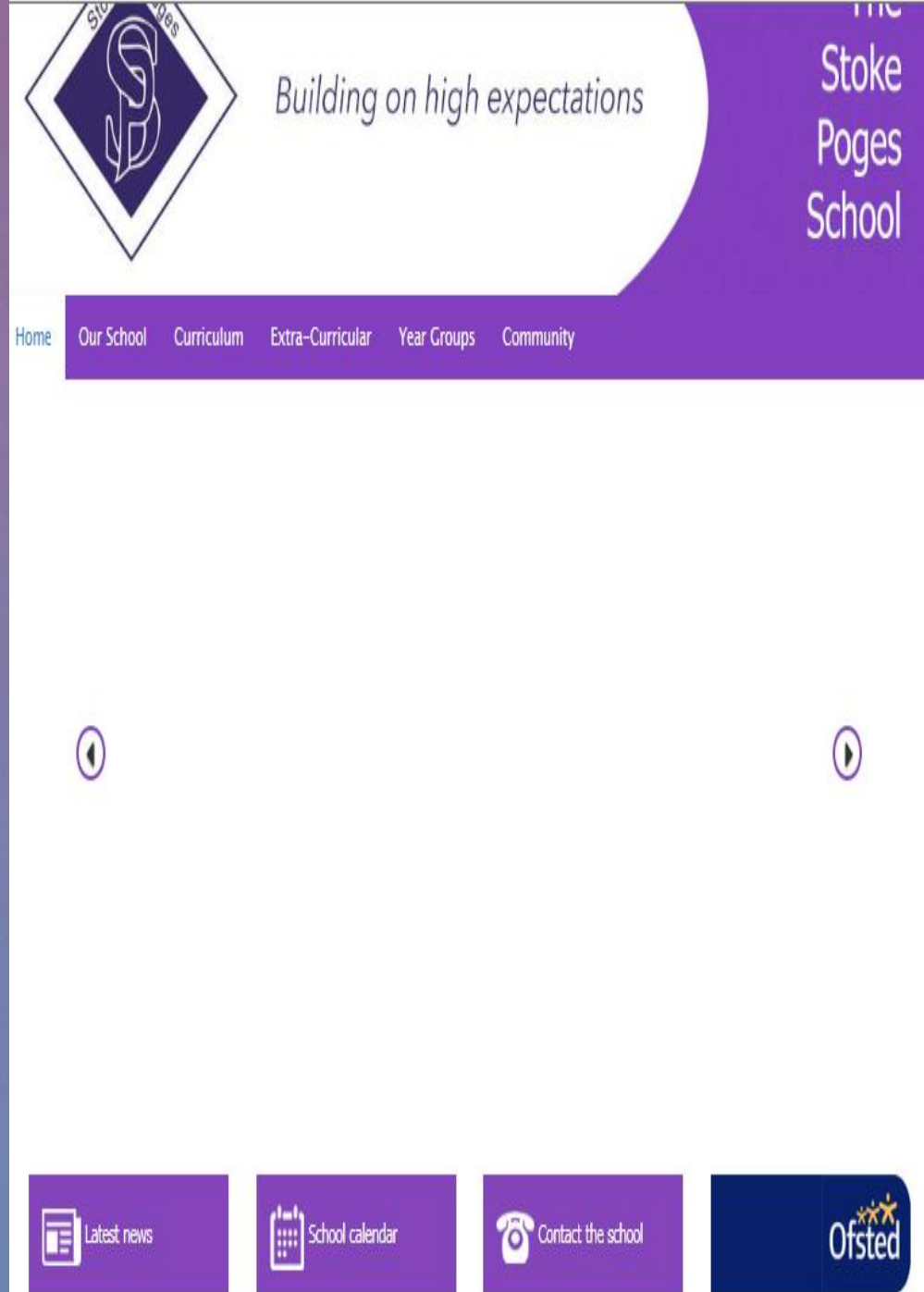
# WELLBEING

- Named person
- Worry boxes
- PSHE – Jigsaw
- Assemblies
- Collective worship / reflection time
- Circle times
- Elsa in the lighthouse room

# COMMUNICATION

- Friday e-mail
- Regular school e-mails
- Class WhatsApps
- 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)



# COMMUNICATION

- **Weekly Friday emails**

## Communication

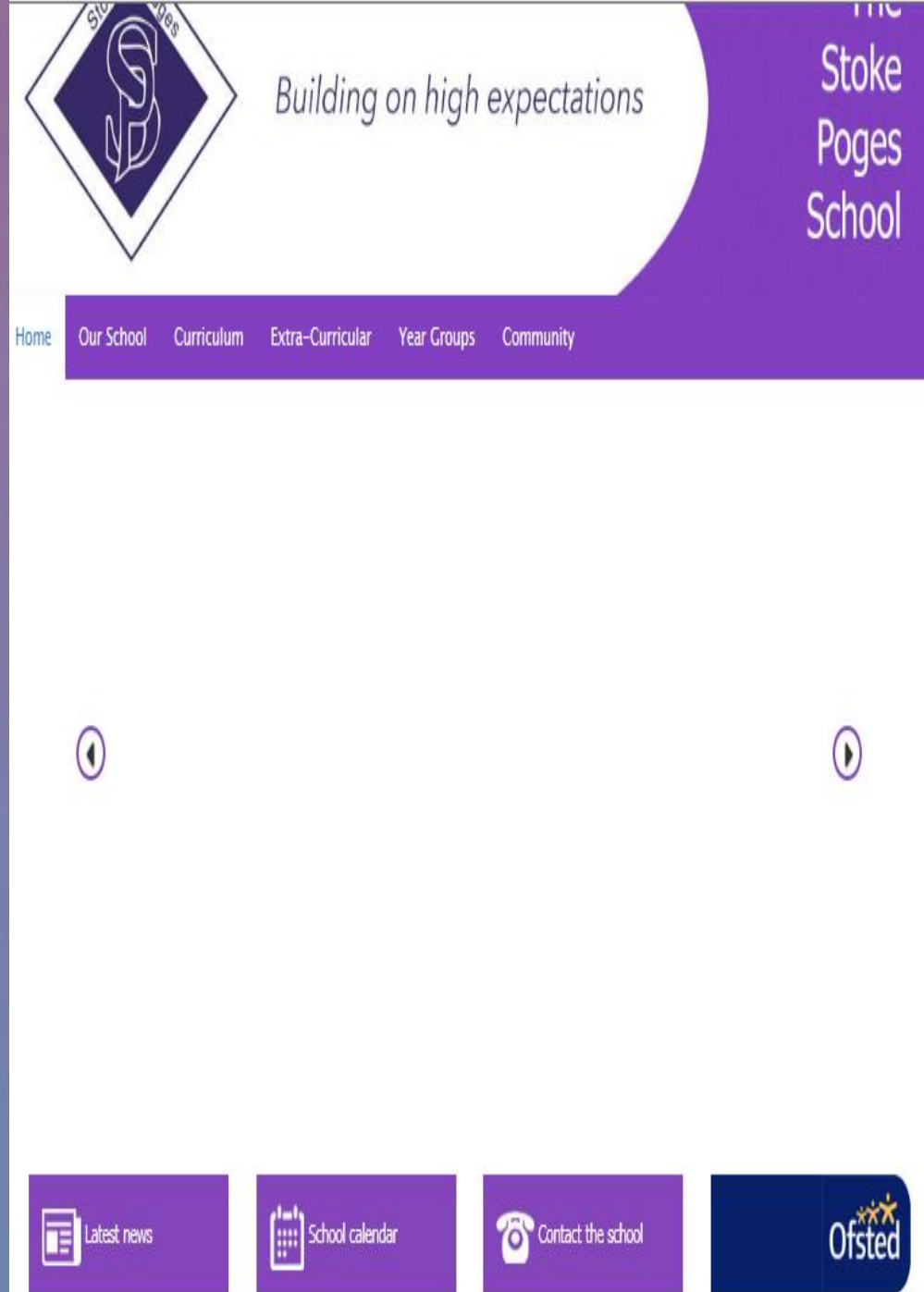
Everything you need to know will be communicated to you by email. As well as a weekly Friday email of a summary/reminder of everything you need to know for the week ahead, reminders may also be sent by WhatsApp.

It is really important to please check emails daily to ensure you are not missing important information relating to your child/children.

Please check the emails or website for answers before calling or emailing, but if you need anything please don't hesitate to contact the Office.

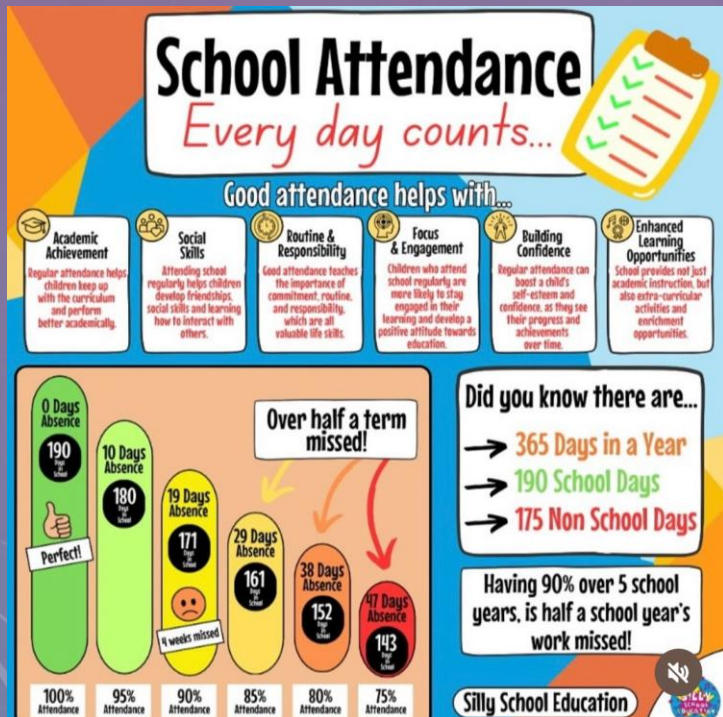
Please only use School Gateway APP to report absence, everything else by email to [office@stokepoges.school](mailto:office@stokepoges.school)

When contacting the Office please include your child's full name and class.

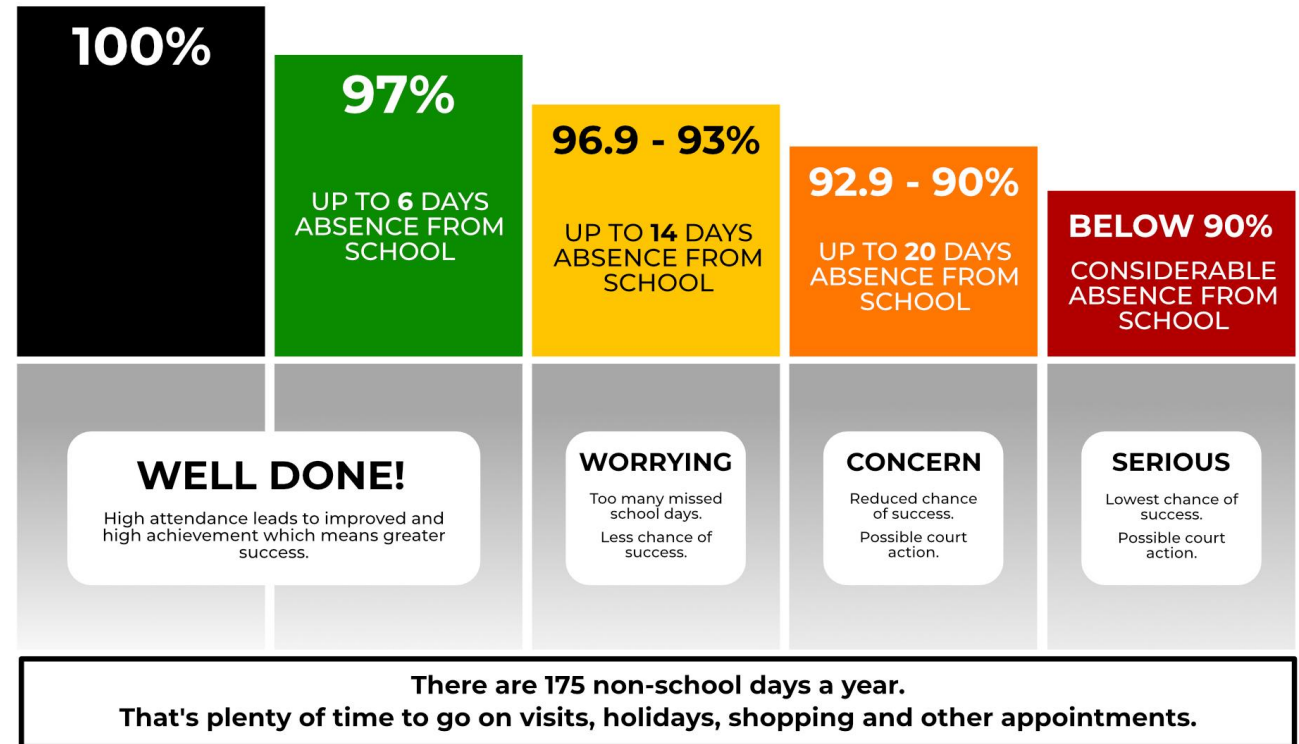


# ATTENDANCE

- 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?





ANY QUESTIONS?