

Welcome to Year 4

Information for parents: September 2026



Before we begin, just a few quick reminders.

- If you have little ones with you and they become restless, please don't worry; feel free to step out if you need to.
- We kindly ask that all mobile phones are switched to silent.
- If you have any questions, please make a note of them and save them until the end of the presentation, unless I invite questions during the session.

Thank you, and let's get started.

Meet the Team

**We are thrilled to embark on a new academic year with your child!
Your support and partnership are invaluable to us.**



Ernest Pawlowski

Leopard Class Teacher
Achievement Leader



Ollie Bierman

Puma Class Teacher



Michael Robinson

Tiger Class Teacher



James Keane

Jaguar Class Teacher

Meet the Team

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Athena Andreou

Learning Support
Assistant



Lewis Wilson

Learning Support
Assistant



Attendance & Punctuality

Achieving Their Best

We have a whole-school target of 97% attendance. Children thrive when they are in school on time every day, ensuring a positive, confident, and settled start to the day for the entire class.

A prompt arrival ensures your child can participate in the important 'meet and greet' with their teacher, allowing a valuable connection before the day begins.

Attendance

The NHS has published guidance on when to send your child to school and when to keep them at home:

- High Temperature (Fever): If your child has a high temperature, they should remain at home until it returns to normal.
- Diarrhoea and Vomiting: Children should stay home for 48 hours after their last episode of diarrhoea or vomiting.
- Chickenpox: Keep your child off school until all spots have crusted over, typically about five days after they first appeared.

Children with mild symptoms can attend school if they feel well enough.



- [illegible]



Make sure
you check out
our exciting
holiday clubs...
look out for
the brochures

• Independence

◦ If your child has permission to walk up to meet you, please remind them they are only permitted to go as far as the reception area.

• **Enrichment & Wrap-Around Care:** We offer various after-school opportunities:

◦ There are lots to choose from including coding club, arts and crafts and spanish club!

◦ After-school enrichment clubs finish at 4:30 PM.

◦ Extend Afterschool Club finishes at 6:00 PM.

◦ Further information about our wrap-around care is available on the school website: [Extend - Breakfast, Afterschool and Holiday Club - Grange Park Primary](#)

Grange Park Primary School
Extend Holiday Club
21st July to 14th August 2026

Week 1 - Theme: Summer Quest

Tuesday 21st July	Team Games Parachute	Make and Take Coloured Sand Vials	Build Sandcastles
Wednesday 22nd July	Team Games H2O-Sympies	Make and Take Design a Fan	Create Ice Cube Painting
Thursday 23rd July	Team Games Ballon Volleyball	Make and Take Puffy Paint Creations	Cold Cooking Ice Cubes
Friday 24th July	Team Games Water Gun Tag	Make and Take Friendship Bracelets	Competition The Sun Lolly Stick

Week 2 - Theme: Island Castaways

Monday 25th July	Team Games Shipwrecked!	Make and Take Exotic Animals	Build Island Shelters
Tuesday 26th July	Team Games Coconut Transport Race	Make and Take Driftwood Creations	Cold Cooking Tropical Smoothies
Wednesday 27th July	Team Games Raft Building	Make and Take Shell Jewellery	Competition Message in a Bottle
Thursday 28th July	Team Games Tsunami Relay	Make and Take Tropical Islands	Experiment Pirate Ice Treasure Hunt
Friday 29th July	Team Games Stranded Island Obstacle Course	Make and Take Ocean Slime	Create Sea Shell Photo Frames

Navigating Friendships

Age appropriate behaviours

As children talk about their day, they will often tell you about events from their own perspective. That perspective is important because it reflects how they have experienced a situation and how they are feeling.

However, children don't always see or know the whole picture. They may have missed what happened beforehand, misunderstood someone's intentions, or only be able to describe events from their point of view.

If your child comes home upset or concerned about something:

- Please listen to them, acknowledge their feelings, and reassure them that you've heard them.
- Then, please let us know. By speaking to school, we can look into what happened, gather the full picture, and ensure that any concerns are addressed fairly and appropriately.

Friendships at this age are still developing, and children are learning important skills such as sharing, resolving disagreements, taking turns, and understanding different viewpoints. There will inevitably be misunderstandings and friendship ups and downs along the way, and these are valuable learning opportunities that we support them through.

We are committed to working in partnership with you. The earlier we know about a concern, the sooner we can investigate, support the children involved, and help everyone move forward positively.

We would always rather hear about a concern early so that we can work together to understand the full picture and support your child.

Home School Agreement

At Grange Park, we are immensely proud of our school community - our dedicated staff, supportive families, and, most importantly, our wonderful pupils who make our school such a vibrant and welcoming place.

As you begin your journey with us, we want to ensure that every child has the very best experience and opportunities to thrive. To support this, we are introducing a formal Home-School Agreement. While working in partnership with families has always been at the heart of what we do, this agreement clearly outlines the shared responsibilities of the school, parents, and pupils.

Grange Park Primary School: Home-School Agreement				
	Agreement for the School	Agreement for pupils	Agreement for parents	
	As a school we will commit to:	As a pupil I will commit to:	As a parent I will commit to:	
Values, Character and Behaviour	Promoting our Character Traits and embedding it in all aspects of school life. Promoting the Grange Park Values 'Respect, Responsibility and Resilience' and The Big 3 'Ready, Respectful and Safe'. Ensuring that positive behaviour is recognised and the "Behaviour Pathway" is followed consistently.	Upholding our Character Traits and embedding it in all aspects of school life. Upholding the Grange Park Values 'Respect, Responsibility and Resilience' and The Big 3 'Ready, Respectful and Safe'. Making positive behaviour choices, taking responsibility for my actions, and engaging in restorative conversations to help solve problems.	Supporting my child in upholding the Character Traits and embedding it in all aspects of school life. Supporting my child in upholding the Grange Park Values 'Respect, Responsibility and Resilience' and The Big 3 'Ready, Respectful and Safe'. Working with the school to make sure my child behaves well. Encouraging my child to accept responsibility for their choices and supporting the consequences given in line with the schools behaviour policy.	
Learning, Attendance and Uniform	Delivering a balanced and carefully planned curriculum, which meets the needs of all children. Providing regular home learning opportunities.	Coming to school every day, on time and ready to learn. Walking around the school building quietly and respectfully. Working hard and following instructions.	Bringing my child to school every day at the designated time. Encouraging my child to work hard and follow instruction. Ensuring my child wears the correct school uniform. Supporting my child in completing home learning tasks on	

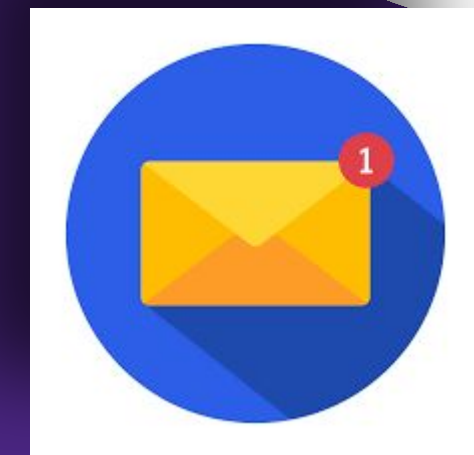
Grange Park Primary School: Home-School Agreement				
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	As a school we will commit to:	As a pupil I will commit to:	As a parent I will commit to:	
Communication and Partnership	Maintaining a polite and courteous and professional environment at all times. Informing parents regularly about their child's academic progress, behaviour and attendance. Communicating with parents to share positive news on progress, behaviour, attendance or punctuality. Communicating with parents if there are concerns regarding progress, behaviour, attendance or punctuality. Ensuring communication between the school and parents is effective.	Talking to a trusted adult in school if I'm unhappy and to keep trying until I am heard. Sharing my school day honestly with my parents and participating in restorative conversations to solve problems. Talking at home about what I learn at school to share my progress with my family. Participating in school life as an ambassador for Grange Park.	Maintaining polite, professional, and personal communication with the school at all times. Using a personal conversation or meeting as the required first step to resolve issues. Following the school's formal escalation pathway (starting with the Class Teacher); ensuring any escalated correspondence includes details of previous informal discussions and allowing reasonable time for matters to be looked into. Acknowledging that there may be multiple perspectives to a situation and remaining reasonable and proportionate when raising concerns. Focusing concerns solely on my own child, refraining from using collective platforms to raise concerns, and accepting that, to protect privacy, the school cannot discuss other children with me. Using parent WhatsApp groups only for sharing school information rather than discussing children, staff, or policy. Considering the ethical implications of using AI and ensuring correspondence remains authentic and personal.	
Wellbeing, Environment and Community	Ensuring the safety, happiness and self-confidence of all pupils and encouraging them to do their best at all times. Providing opportunities for effectively reducing, reusing and recycling waste.	Being an ambassador for my school when I am off site. Reducing waste by reducing, reusing and recycling.	Speaking positively about the school and staff in front of my child to model a supportive relationship. Attending parent's meetings, concerts and assemblies. Keeping the school updated on any changes in circumstances that may affect my child's learning. Completing and returning all consent forms promptly. Supporting my child to reduce waste by reducing, reusing and recycling.	

To summarise the communication lines:

We are always here to support your child's learning journey.

Talk to us first: We value personal conversation as the most effective way to resolve issues. The Class Teacher (us) is your first point of contact as we know your child best and can usually sort things quickly. To support this, we commit to a conversation, phone call, or meeting at a mutually convenient time.

To keep the focus on resolution, we ask that you avoid sending long or escalating emails. You will also find members of the Senior Leadership Team outside at the start of each day; they are always happy to listen and pass on messages or concerns along to the staff.

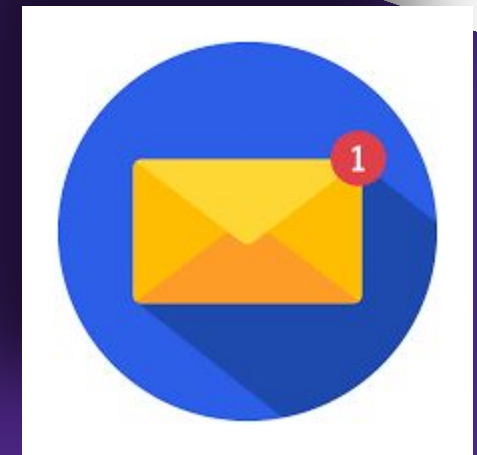


General Communication Guidelines

Escalate accordingly:

Escalate accordingly: If a concern isn't resolved with the teacher, you can then escalate the matter to the Achievement Leader, then the Deputy Headteacher and finally the Headteacher if needed.

We ask that any further communications include details of how the issue has already been addressed informally.



School uniform

Uniform Policy: It is vital that all children wear the correct school uniform and footwear, including PE kits. We will communicate with parents if a child's uniform does not meet school requirements.



Day Wear

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

School uniform

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

For full uniform details, please visit our website: [School Uniform - Grange Park Primary](#)



- For health and safety, only religious items, stud earrings, and watches are permitted. Make-up and nail polish are not allowed.

School uniform (PE)

Children should come to school wearing their PE kit on the days they have PE.

Children must remove all earrings and watches before PE and games lessons.

PE Kit

- Purple or white Polo (with logo)
- Grey winter sweatshirt (with logo)
- Grey winter joggers
- Black PE shorts
- Black plimsolls or plain black trainers (no logos or colour on trainers)
- Leggings and other colour joggers/sweatshirts are not permitted



School uniform (PE)

- Mondays - led by class teacher
- Tuesdays - led by sports coach



School resources

As you know, children from Year 1 - Year 6 should bring in their own pencil case and stationery to school which many schools are requesting now. This enables children to take care and have a sense of responsibility for their own belongings. Please see the list:

1 x Clear pencil case (20cm X 12cm)

1 x A glue stick

3 X HB pencils (Staedtler Noris/Yellow and Black HB)

1 x Purple pen (ball point)

3 x Whiteboard pen

1 x Black handwriting pen (Y4-Y6 only)

1 x Sharpener

1 x Rubber

6 x colouring pencils

Box of tissues for the classroom (this doesn't need to be labelled as it's for the classroom)





Playtime & Lunchtime

Playtime snacks and snacks before enrichment clubs are an integral part of our school day. We kindly ask for your cooperation in limiting these to fruit and vegetables only

We do not permit any snacks or packed lunches containing nuts or nut products due to allergies.

We encourage parents to select their child's lunch choices together via The Pantry website to ensure a smooth and enjoyable lunch experience when they reach the hatch.

If lunch has not been ordered in advance, your child will be provided with a jacket potato.

If you choose to send a packed lunch, please ensure it is healthy.

While tasty, items like crisps and chocolates are high in sugar and unhealthy fats, which can lead to energy fluctuations that hinder productive learning and play.

Playtime & Lunchtime



We continue to add 'loose parts' to the playgrounds, fostering opportunities for creative and imaginative play by allowing children to manipulate and change their environment. This initiative will continue to develop throughout the year, so please look out for requests for donations.

We are also fortunate to have fixed equipment throughout our playgrounds for children to climb and enjoy when supervised.

All playground enhancements are subject to strict risk assessments. We kindly request that you do not allow your children to play on or with the equipment before or after school.

The Grange Park Way: Behaviour for Learning

We have high expectations for children's behaviour in the classroom, when moving around the school and during play and lunchtimes.

We believe positive behaviour is central to children's learning, wellbeing and success.

We celebrate and recognise children who demonstrate The Grange Park Way - **Ready**, **Respectful** and **Safe**

Our aim is to teach behaviour, not simply manage it. We work with children to develop self-regulation, responsibility and positive relationships.

We ask parents and carers to work in partnership with us by reinforcing these expectations at home and encouraging children to take responsibility for their choices.

Our approach to behaviour is consistent, fair and focused on helping children learn from their experiences. It is guided by our published **Behaviour for Learning Guidance**, which can be found on the school website.

We maintain strict confidentiality and will not discuss other children with you, as this safeguards all pupils.

Respecting our shared spaces – Terrific Toilets

Respect extends to all areas of our school. Our 'Terrific Toilets' initiative supports children in using school bathrooms responsibly, respectfully and considerately, helping to create a positive environment for everyone.





The Curriculum: Ambitious and coherently planned

Our coherently planned curriculum uses the National Curriculum as its foundation for subject content and expectations.

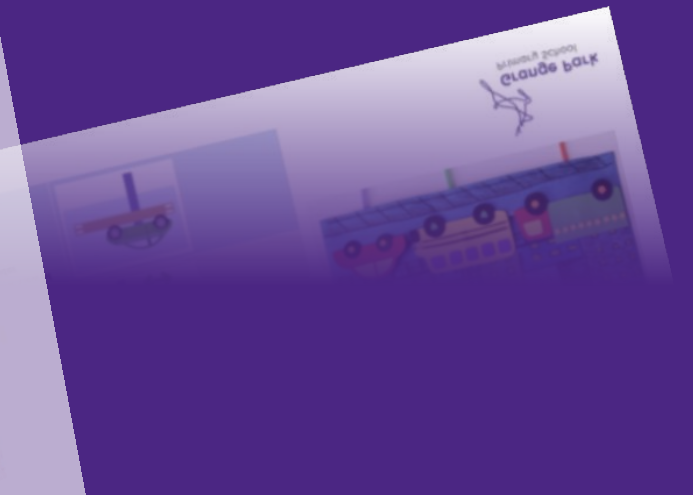
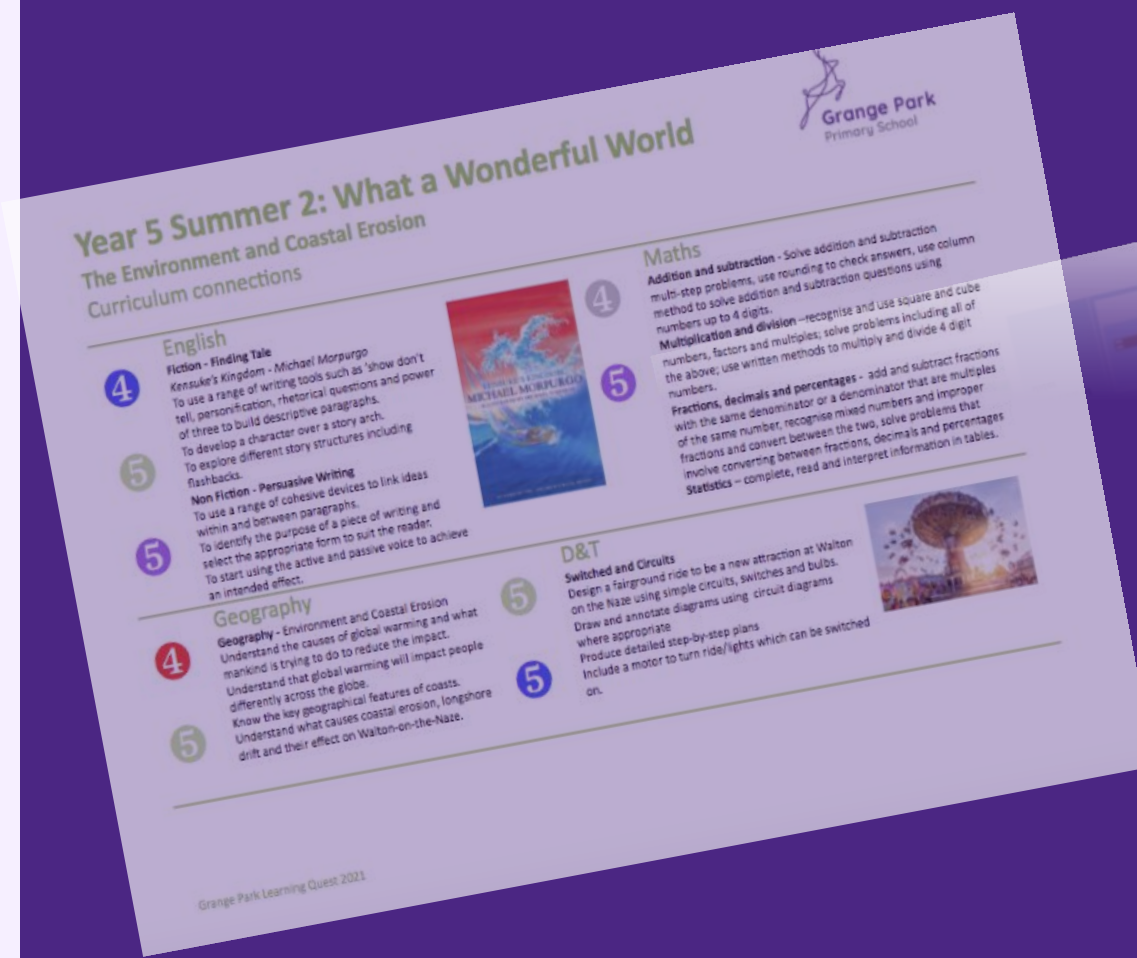
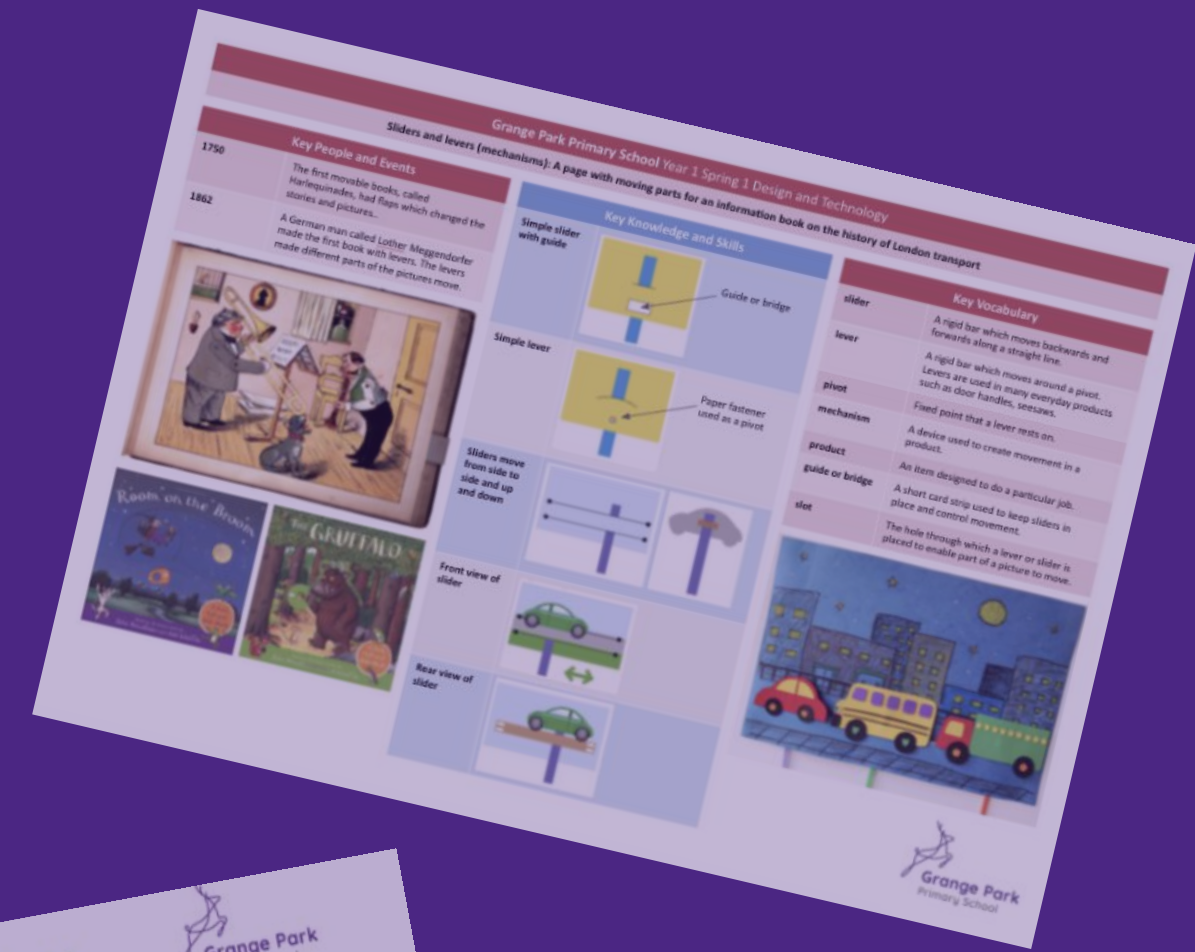
We are committed to ensuring our pupils experience a broad and balanced curriculum, leading to a long-term memory of an ambitious body of knowledge.

The curriculum

It is designed and sequenced so that new knowledge and skills build upon what has been taught before, progressing towards **clearly defined endpoints**.

These endpoints outline what pupils need to know and be able to do at each stage and can be found on our website in the curriculum tab: [Subjects - Grange Park Primary](#)

We understand that learning is most successful when children can make connections with past learning and future topics, ensuring that learning is organised and meaningful.





Curriculum connections

- 2
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English

Reading spine:
The Girl Who Stole an Elephant by Nizrana Farook

Writing:
Use expanded noun phrases in writing by the addition of modifying adjectives, nouns and prepositional phrases.
Identify and apply poetry features to describe a setting.
Use conjunctions and adverbials to extend ideas and sentences.
Draft and write a narrative, creating setting, characters and plot
Evaluate and edit, assessing the effectiveness of ideas, vocabulary choices and sentence structure.



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Maths

Number (Place Value):
Represent numbers to 1,000, 100s, 10s and 1s.
Number line to 1,000.
Round to the nearest 10 and 100.
Count in 1,000s, 100s, 10s and 1s.
Partition numbers.
Number line to 10,000.
Find 1, 10, 100, 1000 more or less.
Partition numbers.
Compare and order numbers.
Round to the nearest 1000.
Count in 25s.
Negative numbers.
Roman numerals to 100.

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Geography

Everything European
Learn the locations of European countries on a map and recall them by their related flags.
Learn and identify the locations of the major capital cities and landmarks across Europe.
Identify the different regions of Europe and explain their physical and human features.
Compare and contrast different regions and countries of Europe.

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Art

Still life in the style of Paul Cezanne
Draw from first hand observation.
Think carefully about how elements are placed or arranged to create a final image.
Consider what can be seen from the chosen perspective and what is the focal point.
Carefully consider proportions and form.
Represent different tones through shading and understand how shading can be applied to create the illusion of three dimensions.
Mix tints and tones to match own observations.
Talk about choices made in art, likes and dislikes, and how these relate to the work of Paul Cezanne and artists influenced by him.
Create a still life image within a French theme.
Reflect and evaluate art work.



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Science

States of Matter
Compare and group materials according to what they are; solid, liquids, gas.
Observe that some materials change state when they are heated or cooled.
Measure or research the temperature at which this happens in degrees Celsius (°C).
Identify the part played by evaporation in the water cycle.
Identify the part played by condensation in the water cycle.
Associate the rate of evaporation with temperature.

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Religious & World View Education

Believing: What does it mean to be a Hindu in Britain today?
What is important for Hindu life?
How does Mahatma Gandhi's life show Hindu teachings?
What do Hindus learn from Mahatma Gandhi?
Why is Gandhi a Hindu hero?
What is it like to be a Hindu in Britain today?

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Computing

Collaborative learning
Work collaboratively in a responsible and considerate way using a range of tools.
Be thoughtful when working on a collaborative document.
Use comments to suggest changes to documents.
Use a variety of slide styles to convey information.
Create a Google Form with a range of questions.
Online safety: Search for information and make a judgement about accuracy of the results.

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PE

Problem solving
Learning what makes an effective team focusing on cooperation, responsibility and collaboration.
Football
Refine passing and dribbling to move the ball up the pitch creating an attack which results in a shot.

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Music

Whole class instrument - clarinet
Learn how to put the clarinet together.
Learn how to hold the clarinet correctly and play two notes.
Read a simple score.
Know the names of the parts of the instrument: ligature, reed, mouthpiece, bell.

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PSHE

Being Me In my World
Know that my attitudes and actions make a difference to the class team.
Being a school citizen.
Rights, responsibilities and democracy (including British Values).
Understand others' feelings and show empathy.
Group decision making.
Have a voice.
Know what motivates behaviour.
Character trait: Courage

- 1
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Spanish

Transportes
Means of transport
Name different means of transport and the prepositions used.
Learn facts about the public transport network.
Know where in the World Spanish is spoken.



Knowledge Organiser



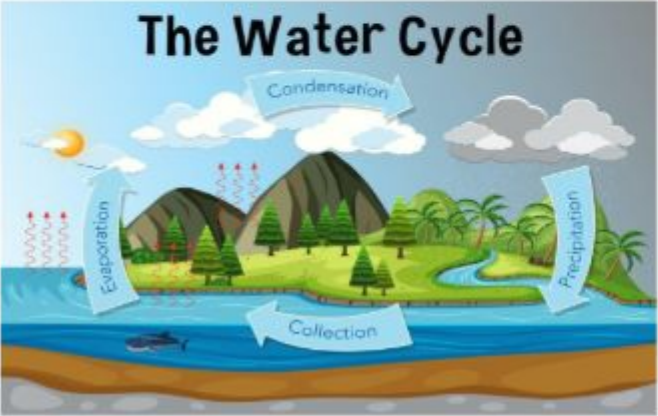
Grange Park Primary School Year 4 Autumn 1 Geography					
Everything European Part 1					
Physical Features		Key Places		Key Vocabulary	
uplands	Upland areas are high above sea level. They are often (but not always) mountainous. They usually consist of igneous rocks and experience lower temperatures, high rainfall and are windy.	Europe	One of seven continents located in the northern hemisphere.	region	A large area with common features.
plains	Broad area of relatively flat land. Plains are one of the major landforms, or types of land, on Earth. They cover more than one third of the world's land area. Plains exist on every continent.	River Danube	The second longest river in Europe. Its source lies in the Black Forest mountains of western Germany; it flows for approximately 2,850 kilometers to its mouth at the Black Sea.	border	A real or imaginary line that divides two areas.
mountain range	Group or chain of mountains that are close together.	River Rhine	One of the major European rivers, which has its sources in Switzerland and flows in a mostly northerly direction through Germany and the Netherlands, emptying into the North Sea.	hemisphere	Half a sphere. One half of the Earth.
marshland	Low-lying wetland with grassy vegetation: usually a transition between land and water.	Alpine Mountains	Mountain range in central Europe, stretching across France, Italy, Germany, Austria, Slovenia, Switzerland and Liechtenstein.	altitude	The height something is above sea level.
glacier	Huge mass of ice that moves slowly over land.	Key facts about Europe		alpine	A mountain region just below the snow line. Low temperatures make it difficult for plants to grow here.
		Europe is located completely in the northern hemisphere and mainly in the eastern hemisphere. Europe borders onto the Arctic Ocean in the North, the Atlantic Ocean in the west and the Mediterranean Sea in the South.		peak	The top part of a mountain that rises to a point.
		Of the 50 European countries, 27 nations belong to the European Union (EU) which is a political and economic union.		uplands	A large area well above sea level.
		Vatican City is the smallest country both by population and size not only in Europe, but also in the world.		export	Send goods produced in one country to another country to be sold.
		Mount Elbrus in Russia, part of the Caucasus mountain range, is the highest mountain in Europe at 5,642 metres.		transported	Carried from one place to another.
		The Volga River in Russia is Europe's longest river at 3,692 km.			



her work on the structure of molecules.

Gases: Gases can escape from open containers. They often cannot be seen. They have particles which can spread and move in all directions. Examples: steam, hydrogen, oxygen, carbon dioxide.

The Water Cycle: Water continually moves around the Earth in the water cycle. The Sun evaporates water into water vapour. When the water vapour cools down it turns into liquid water and it rains. In very cold places the water freezes into snow or ice.



Change of State

Working Scientifically Skills

Oral and written explanations, conclusion, predictions, classify, changes, data, evidence, improve, secondary sources.

Interpret research.

Relevant questioning.

Use equipment – thermometer.

Data – gather, standard units, record, classify, present.

Record – drawings, labelled diagrams, keys, bar charts, tables

Vocabulary

snow, sleet, dew, etc, formed by condensation of water vapour in the atmosphere.

process of turning from a liquid into a gas (a gas).

process of turning from vapour (a gas) into a liquid.

particle A tiny amount or small piece.

temperature A measure of how hot or cold something is.

freezing Turning into ice or another solid as a result of cooling.

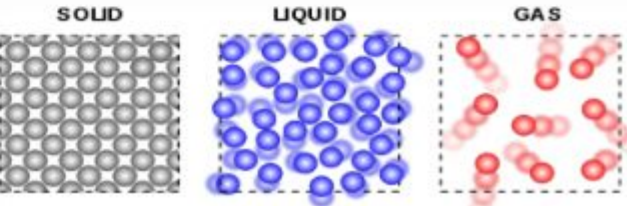
heating Raising the temperature of something.

cooling Lowering the temperature of something.

melting Turning into a liquid as a result of heating.

freezing point The temperature at which a liquid turns into a solid when cooled.

melting point The temperature at which a solid will melt.



The curriculum

	History/Geography	Art/Design & technology
Autumn 1	Geography: Europe	Art: Still life & painting
Autumn 2	Geography: Europe	Design and technology: Food
Spring 1	History: Ancient Greeks	Design and technology: Levers and Linkages
Spring 2	Geography: Britain	Art: Landscape & Collage
Summer 1	Romans	Art: Figure drawing
Summer 2	Romans	Design and technology: simple circuits and switches



Music

- Children will be issued with a clarinet
- Children will learn to play the clarinet for 2 terms with a tutor from Enfield Music Service
- They will have a brilliant performance
- The Year 4s can take their clarinet home with parents' permission
- They must bring their clarinet to every lesson on Tuesday



The curriculum

- **Autumn 1:** *The Girl Who Stole an Elephant* by Nizrana Farook
- **Autumn 2:** *Charlie and the Chocolate Factory* by Roald Dahl
- **Spring 1:** *Who lets the Gods Out?* by Maz Evans
- **Spring 2:** *The Boy at the Back of the Class* by Onjali Q. Rauf
- **Summer 1:** *The Firework-Maker's Daughter* by Philip Pullman
- **Summer 2:** *Amari and the Night Brothers* by B. B. Alston

100 Books Y3 and Y4





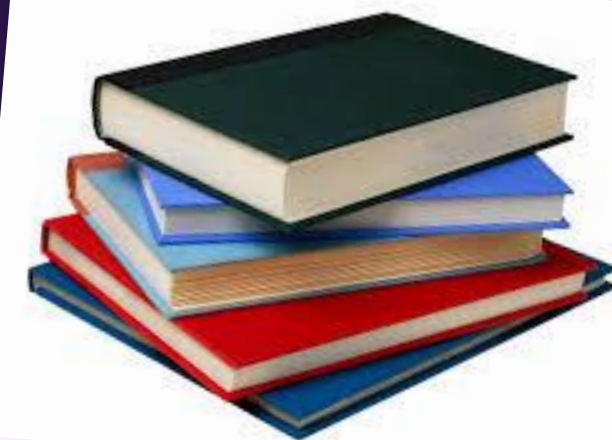
Reading hub

The reading hub had an uplift at the start of last academic year! The children are excited about the new books and have spent the last couple of terms enjoying them.

With the time and cost of the upgrade, we have set up the reading hub system to carefully monitor book loans.

If your child has a book that is overdue, you will receive an email from our system that tells you this.

After a second reminder you will receive an email that will charge you for the outstanding book.





Swimming

As part of the curriculum, we offer swimming at our school. In the past we used to go to Arnos Grove swimming pool, but this year we will be setting up the temporary pool on site and all Y3s and Y4s will have their swimming lessons on site. This is our second time setting up the pool, it was very successful in 2024 - 2025 academic year

Home learning including reading

Home School Diary and Reading Record (Purple Books) These books are an essential tool for communication and learning support, and must be brought to school every day.

- **Content:** They contain valuable support materials for maths, reading, spelling lists, handwriting, recommended reads, and question stems to support reading at home. They also include all digital logins for the children.

- **Reading Record:** This is where parents (or children, depending on age) should record daily reading, note new and tricky words, and find our school word of the week to practise and use in everyday conversation.

- **Key Stage 2 (KS2)** Specifics: These books also double as 'Magpie Books', providing space for children to note interesting phrases from their reading. Children will receive one banded book and one reading for pleasure book.

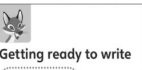
Week Commencing Date: _____

READING LOG		
Book and Date	Comments	Sign

WORD OF THE WEEK

WORDS I HAVE FOUND TRICKY FROM MY READING BOOK

NEW WORDS FROM MY READING BOOK



Getting ready to write

Are you sitting comfortably with both feet on the floor?



Are you holding your pencil correctly?



Is your paper at the correct angle?

Handwriting Checklist

- Are you forming your letters correctly?
- Are any letters too tall or too short?
- Are any descenders too long or too curly?
- Is there a space between your words?
- Is there a space between your letters?
- Is there a space between the four joins correctly?
- Are you making the four joins correctly?

- Diagonal joins to letters without ascenders
ou, op, ur
- Diagonal joins to letters with ascenders
ah, u, it
- Horizontal joins to letters without ascenders
ou, vi, wi
- Horizontal joins to letters with ascenders
ol, wh, ot





Home learning including reading



- **Book Changes & Progress:**

- Your child's book band colour will be communicated during learning conversations or through the purple home diary. Children should still bring their purple home diary to school every day.

- All Year 4 class visits the Reading Hub bi-weekly on a Thursday where they will get the chance to change their books.

- **For additional information on reading at Grange Park** and further recommended reads, please visit our website.

Handwriting At Grange Park, we place great importance on handwriting and presentation. We use the Nelson Handwriting scheme, and guidance for this can be found in your child's Home School Diary.

Home Learning Expectations: Home learning consolidates your child's learning and is very important.

- Clear home learning expectations are detailed for parents on the school website under 'Home learning guidance'.
- A home learning timetable is uploaded to the children's Google Classroom every week for easy navigation.



How can you support your child



- ❑ Hear them read daily
- ❑ Encourage them to learn their times tables up to 12x12!
- ❑ Practise handwriting
- ❑ Support your child with completing their home learning to consolidate in class learning

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

Online safety

- 1 in 3 children aged 5-7 use social media unsupervised. This figure has been increasing year-on-year. (Ofcom)
- 23% of children aged 8-15 spend more than four hours a day on an internet-enabled device. (Children's Commissioner for England)
- A third of children aged 8-17 have seen something worrying or nasty online, but only 20% of their parents report being told about it. (Ofcom)
- Bullying is one of the most common issues young people face online.
- Almost 3 in 10 children aged 8-17 have experienced someone being nasty or hurtful to them via apps or platforms, which is higher than the rate of in-person experiences. (Ofcom)
- Almost a quarter of children (23%) claim they can identify what is real or fake online, but fail to do so in a test. (Ofcom)
- **Fact sheet: New rules to protect children online - GOV.UK**

Technology at Grange Park

Children from Year 2 to Year 6 are provided with a Chromebook at Grange Park.

- **In School Use:** We teach online safety discreetly and through various curriculum areas. We monitor use to ensure the equipment is solely for your child's educational purposes, and children receive adequate time away from Chromebooks.
 - The children primarily use the google suite on their chromebooks. The children also often use nearpod, thinglink and Learning by Questions to enhance their learning.
 - Children can use a variety of accessibility features to help them more effectively access the learning
 - Children quickly access a variety of scaffolds and challenges throughout any given lesson
 - Teachers can address misconceptions immediately as they can spot the children's mistakes straight away.
- 

Technology at Grange Park

- **Home Use:**

- Children will complete their home learning on Learning by Question (LBQ), SpellingShed, TTRS and Google Classroom. It adapts to children's pace and can push children forward who are feeling very confident or give children more questions if they need more support.
- Chromebooks must be brought to school daily, fully charged.
- Please ensure they are treated with care and that their use is monitored at home for educational purposes only, and used only by your child.

[Troubleshooting - Grange Park Primary](#)



A balanced digital diet

Purpose over time:



Focus on active learning rather than passive scrolling.

Regular Breaks:



We use tech in short bursts. At home, encourage frequent breaks to move, stretch, and rest the eyes.

Set Clear Boundaries:



Time Limits: Aim for 1-2 hours on weekdays (up to 2 hours at weekends).

Tech-Free Zones: No screens at mealtimes or 1 hour before bed.

School Lock: Chromebooks only work 7:30am – 8:30pm.

Monitor & Mentor:



Parents sit with your child to see what they are doing and keep them safe.

Prioritise the “Offline”:



Ensure tech never replaces sleep, exercise, or face-to-face play.

Mind Your Posture:



Sit upright at a table. Avoid “tech-neck” by keeping the screen at eye level.

HOME LEARNING KS2

1 EXPECTATIONS

All home learning is set on a Friday and due back the following Friday morning (at the latest)

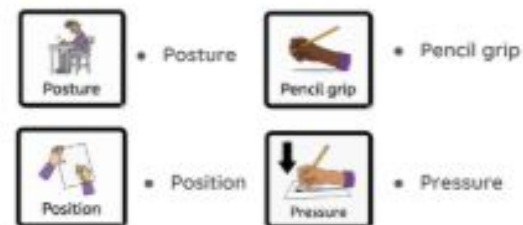
Home learning is set out on a weekly timetable that includes useful links in order for you and adults to access it easily.

You should aim to complete some online and some in your home learning book to reduce the amount of screen time.

2 WEEKLY TASKS

- English - LBQ
- Maths - LBQ
- Computing (Howdoun, esafety, touch typing)
- TTRS
- Spelling Shed
- Humanities project (once a half term)

3 READY TO WRITE



A BALANCED DIGITAL DIET

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Mind Your Posture:



Sit upright at a table. Avoid "tech-neck" by keeping the screen at eye level.

Home Learning Guidance

Every child will receive a home learning book to support their studies, starting with Year 1 students, who will be issued one this week.

This book helps balance your child's screen-based tasks on their Chromebooks with essential handwriting and paper-based activities. Please use it for non-digital assignments, creative projects, and offline practice.

Technology at Grange Park

We remind you of the Chromebook Agreement signed prior to your child receiving their device.

- **Accidental Damage/Loss:** In the event of accidental damage, we request 50% of the trust's cost for the Chromebook. You will always receive an email notification when this payment is added to your basket. For any questions or queries regarding this, please speak with the class teacher or the school office team.
 - **Care Tips:** Please help your children care for their Chromebooks by transporting them in the provided cases and avoiding eating and drinking while using them.
- IT Safety Parents, please also ensure you are monitoring your child's IT use on their other personal devices.

Use of phones in school

Last academic year Enfield Council published a letter, signed by over 80 Enfield schools, including Grange Park, informing families of a new policy regarding smartphones. This started in September 2025 and will continue this academic year: smartphones will not be permitted in Enfield primary schools.

As an alternative, we suggest parents consider purchasing 'brick phones' that allow for calls and texts.

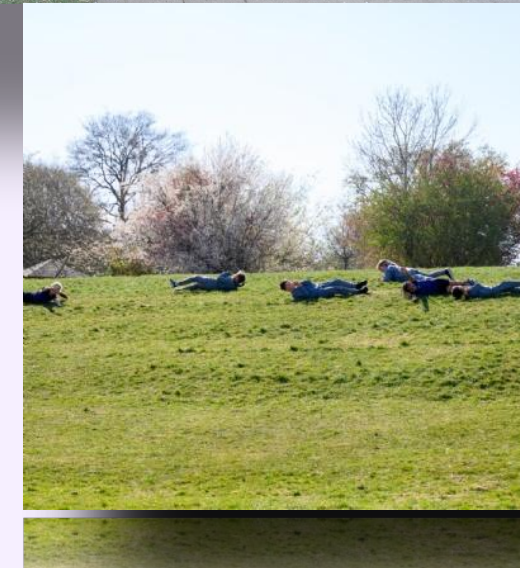
If a child brings a smartphone into school, it will be confiscated and given to the office for a parent to collect. It will not be returned to the child.

Enrichment

Special Events, Trips, Residentials & Visitors

We believe these experiences greatly enrich your child's learning.

- Science workshop on Friday 18th September/ Ancient Greeks workshop on Friday 22nd January / Synagogue visits in Spring 1 / Verulamium trip on Friday 30th April (Leopard and Jaguar) and Friday 7th May (Puma and Tiger)
- sleepover in the summer
- Please remember to consult the News Roundup for dates of all forthcoming events.
- **Voluntary Contributions:** While contributions for trips and workshops are voluntary, they are essential for these valuable experiences to proceed. We kindly request you contribute as much as possible, as insufficient contributions may unfortunately lead to cancellations.



Enrichment

Class Assemblies & Concerts

- Class assemblies take place in the round hall:
 - Tiger: Friday 25th September / Puma: Friday 16th October
 - Jaguar: Friday 6th November / Leopard: Friday 7th May
- Clarinet Concert in March

Forest School at Grange Park

Every year group (Nursery - Year 6) is timetabled to participate in Forest School sessions over the course of the year. You will receive more specific information before your child's scheduled sessions.

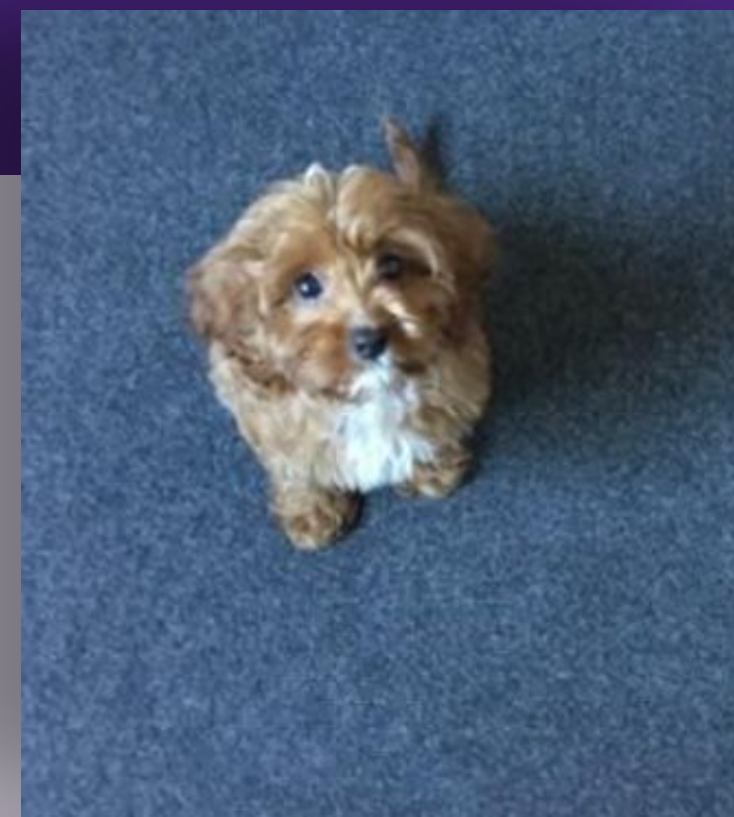


Toffee- Our School Dog

Toffee!

Our school dog is a beautiful, gentle Cavapoo, a crossbreed known for its friendly nature and hypoallergenic coat (a mix of Cavalier King Charles Spaniel and Poodle). Toffee brings so much joy, comfort, and a wonderful sense of calm to everyone she meets. Her gentle presence helps to create a truly special atmosphere here at Grange Park.

We understand there may be children with allergies or are scared of dogs, this is addressed with sensitivity through our risk assessment which can be found on the school website in the 'About Us' section.



Statutory Assessments

Year 4 Multiplication tables check (June)

- The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics.

What is the multiplication check?

- It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

Accessing the multiplication tables check

There are several access arrangements available for the check, these can be used to support pupils with specific needs. We will ensure access arrangements are appropriate for your child before they take the check in June. The check has been designed so that it is inclusive and accessible to as many children as possible.

Do I need to do anything to prepare my child for the check?

As part of usual practice, we will ask you to practise times tables with your child.

Schools will have unlimited access to a 'try it out area' from March. We will use this to make sure pupils have the necessary support required to access the check. This includes opportunities for pupils to familiarise themselves with the check application and try out any access arrangements that may be required.

How will the results be used?

All schools will have access to all their pupils' results, allowing those pupils who need additional support to be identified.

Will I receive feedback on my child's check?

Yes. We will share your child's score with you, as we would with all national curriculum assessments. There is no pass mark for the check.



Standards
& Testing
Agency

Statutory Assessments

How can you support your child?

- Play Times Tables Rockstars as often as possible (short daily sessions are best). The children should play a mixture of garage and soundcheck games.
- Soundchecks are very similar to the official MTC check.
- Quiz your child at home regularly.
- Create flashcards with your child.
- Chant the times tables.



Standards
& Testing
Agency

Supporting our school

Donation of a Book for Birthdays As a kind reminder, you are welcome to donate a book to the class in lieu of sending sweets on your child's birthday. Children across the school genuinely enjoy reading these donated books, and teachers add a sticker to acknowledge your thoughtful contribution.

Voluntary Contributions to the School We are immensely grateful that volunteers, fundraisers, and voluntary donations help provide many of our valuable learning experiences. Our school budget is increasingly strained due to significantly lower funding in recent years.

- **Making Donations:** Any parent wishing to make a one-off, termly, or monthly donation can do so through Arbor. There is no fixed amount; any contribution is sincerely appreciated.
- **Sponsorship:** Additionally, if parents are aware of any organisations or companies interested in sponsoring the school, please feel free to reach out and inform us if you have any leads or contacts.

Supporting our school

Parent Workshops We also engage with parents through various parent workshops. Please look out for these in the Autumn 1 term:

Wed 16 September English Conversation classes, taster: 9.15-10.30am, Round Hall

Our Parents Association, the GPPSA, plays a vital role in bringing the school community together to raise funds for various school projects.

- **Get Involved:** An AGM will be held soon in the Round Hall, and all are welcome! New faces and fresh ideas are always warmly received.
- **Meeting Times:** Meetings are held approximately twice a half-term, just before pick-up on a Friday at school.

We are excited to work alongside you to support your child's learning and growth. Your support and partnership are invaluable to us.

Should you have any questions or concerns throughout the year, please do not hesitate to reach out. Here's to a fantastic year of learning, discovery, and success!

Creating foundations for bright futures