

Welcome to Year 5

Information for parents: September 2026



Grange Park
Primary School



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.**



Emine Sabri

Jupiter Class teacher
Achievement Leader
Digital Lead



Emilie Bonnie

Neptune Class teacher
English lead



Kadian Saunders

Saturn Class teacher
Co-PSHE lead

Meet the Team

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Michiru Yoshino

LSA



Emma-Jayne Castle

LSA

Zuhairah Mohammed

LSA



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

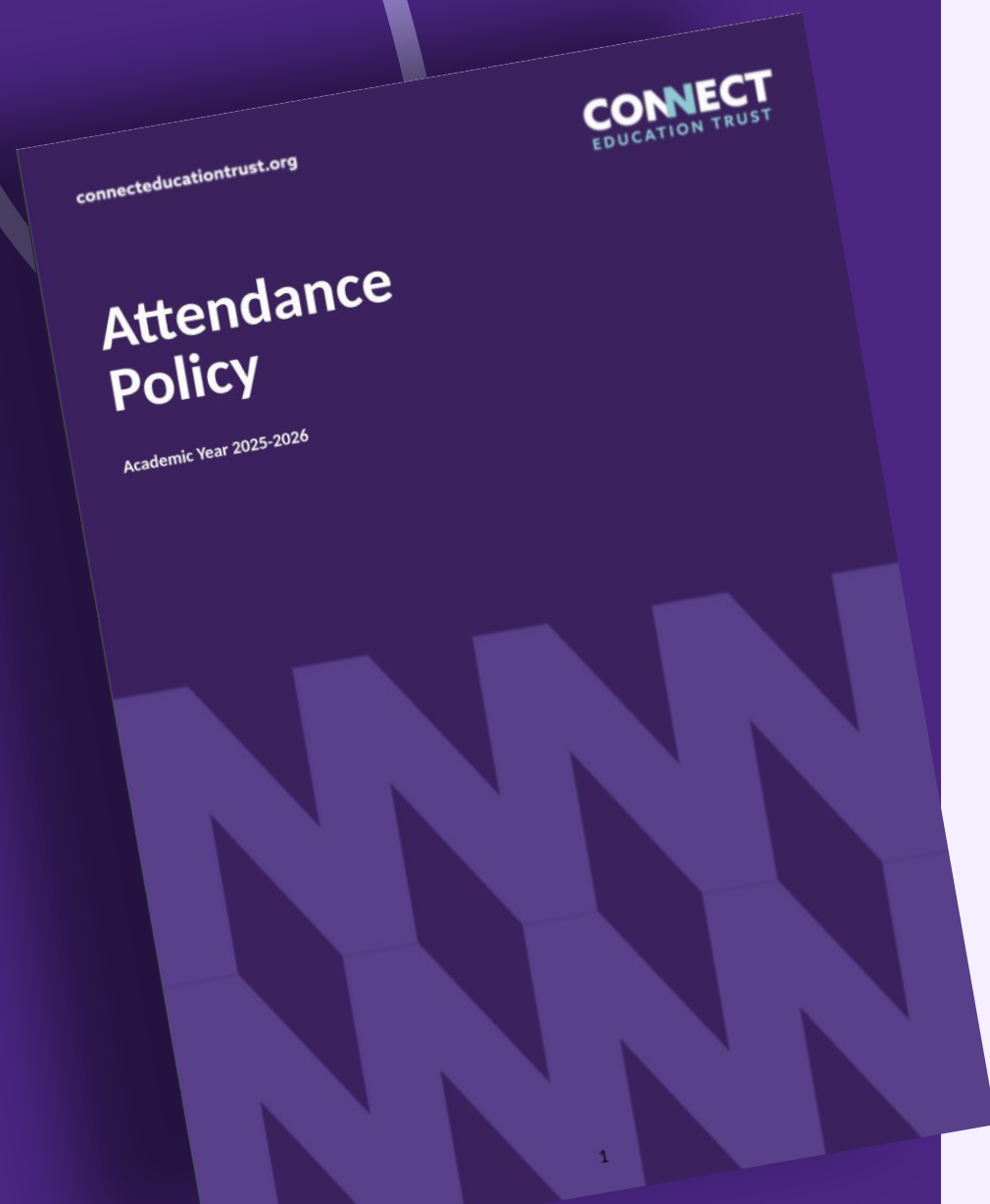
The NHS has published guidance on when to send your child to school and when to keep them at home:

- 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.



- **School Doors:** Open from **8:45 AM**, with children expected to be in class very soon after.
- **Late Arrivals:** Children arriving **after 8:55 AM** will be marked late on the register.
- **Absences:** If your child is ill please notify the school via **Arbor**.
- **Early/During School Collections:** Where possible, please book appointments outside school hours. If however your child does have a dental/medical appointment, parents must warn the office in advance of the collection.
- **Good Attendance:** is celebrated in our family assemblies and the Newsroundup.
- **End of the Day:** The school day ends at **3:25 PM** for all children in Reception to Year 6.
- **Collection Point:** Parents are to collect their child from **OPPOSITE THE ALLOTMENTS**



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

- **Independence**

- Year 5 and 6 children can walk home but only if you have given your permission - if you do consent please complete the form on Arbor

- **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 Lollies
Friday 24th July	Team Games Water Gun Tag	Make and Take Friendship Bracelets	Competition The Sun Lolly Stack

Week 2 - Theme: Island Castaways

Monday 25th July	Team Games Shipwrecked!	Make and Take Exotic Animals	Build Island Shelters
Tuesday 26th July	Team Games Crocod 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	

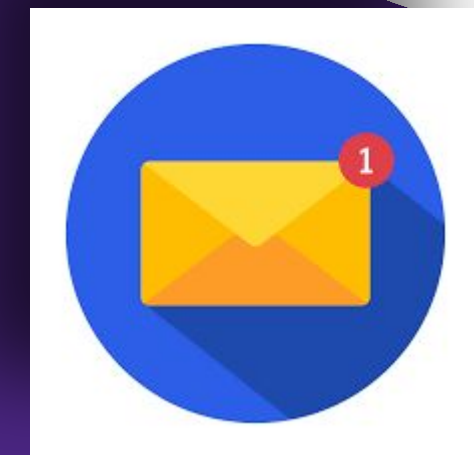
Grange Park Primary School: Home-School Agreement				
	Agreement for the School	Agreement for pupils	Agreement for parents	
	As a school we will commit to:	As a pupil I will commit to:	As a parent I will commit to:	
Communication and Partnership	Maintaining a polite and courteous and professional environment 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.

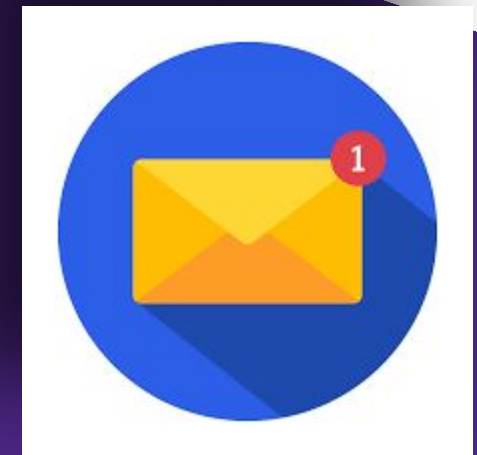


General Communication Guidelines

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.

Jupiter, Saturn and Neptune class have PE on **Wednesday and Friday's**.

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 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.

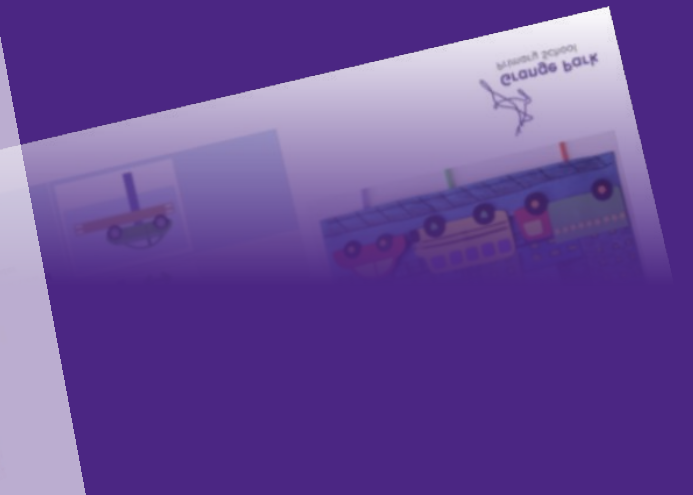
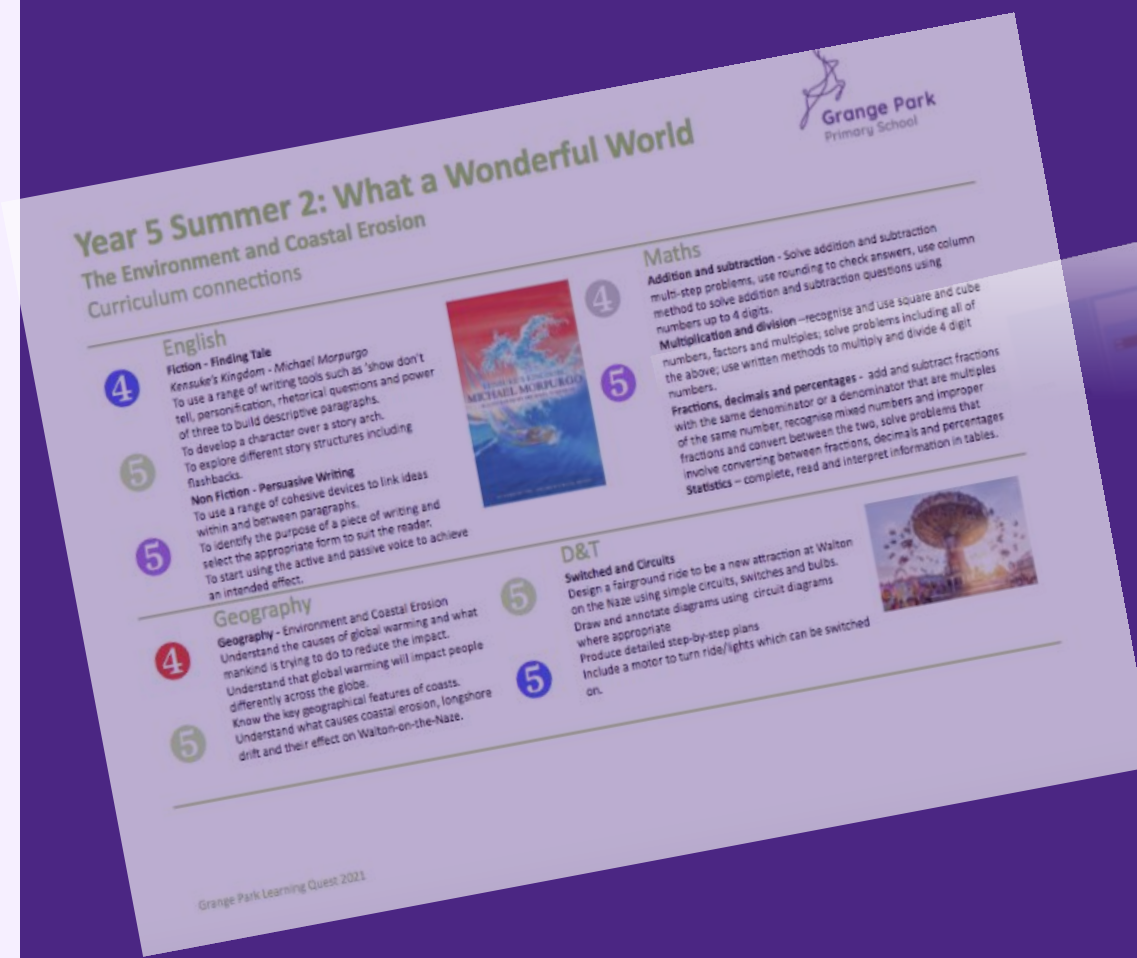
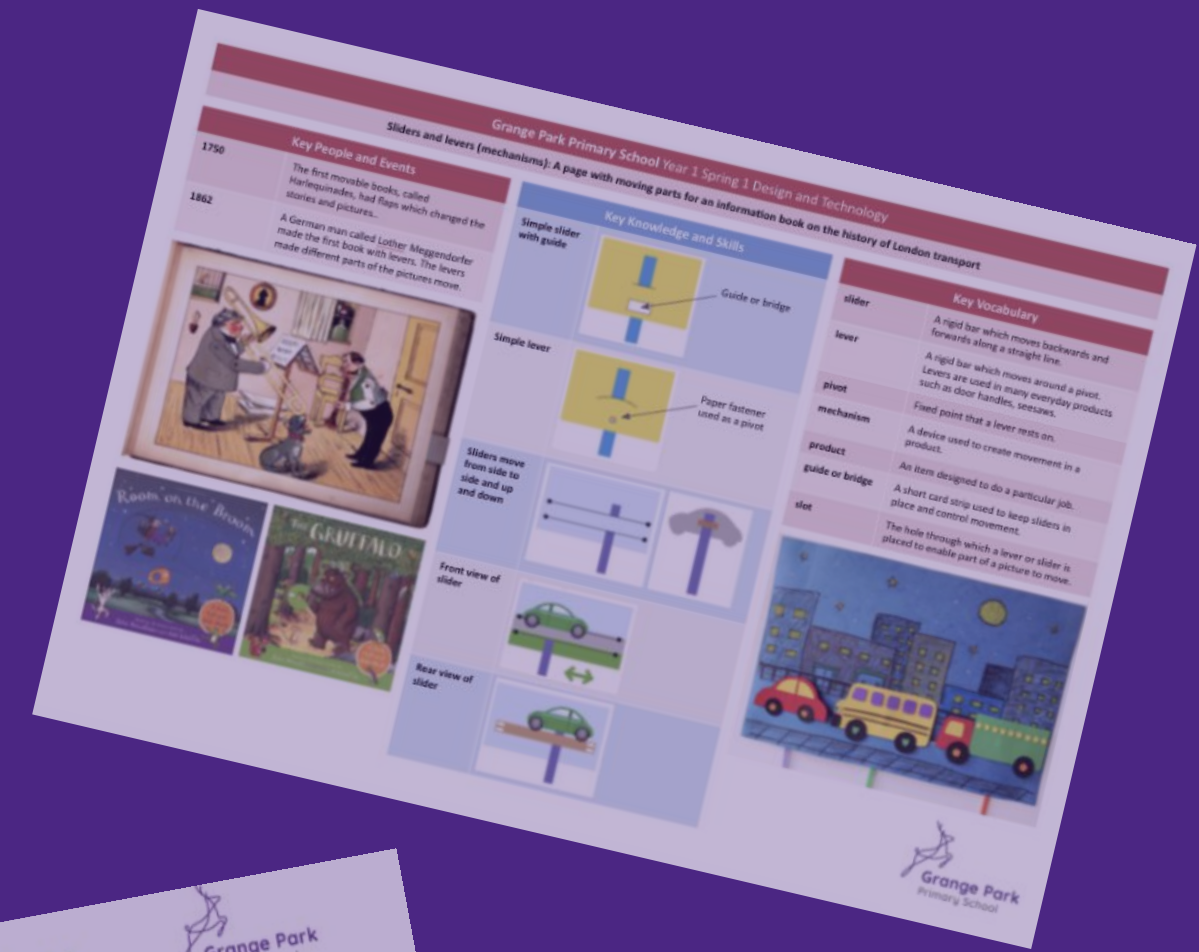
We are committed to ensuring our pupils experience a broad and balanced curriculum, leading to a long-term memory of an ambitious body of knowledge.

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

Year 5 Autumn 1: What a Wonderful World - Rivers

Curriculum connections

4

English

Fiction: Wishing Tale based on the book Wonder

Include a range of figurative language, such as, the power of three, fronted adverbials, metaphors, show don't tell, varied sentence lengths.

Use a range of cohesive devices within and between paragraphs. Create imaginative characters and settings based upon the work of real authors.

Blend action, description and speech to convey a character and move a story along.

Non Fiction: Instructions text

Use features such as imperative verbs, adverbials of number and bullet points, to write a set of precise instructions.

Begin using active voice.



4

Maths

Number

Read and write Roman numerals to 1,000.

Read, write, order and compare numbers to 1,000,000 and determine the value of each digit.

Round any given number within 1,000,000.

Add, subtract, multiply and divide whole numbers with more than 4 digits, using a written method.

Add, subtract and multiply numbers mentally drawing on known facts.

Recognise multiples, factors, prime, square and cube numbers.

Solve addition, subtraction, multiplication and division word and missing number problems..

5

2

Geography

Rivers and their importance to humans

Expand knowledge of the world rivers such as the Amazon and Euphrates.

Use maps, atlases and digital mapping to locate countries and cities.

Describe and understand the key aspects of rivers and their importance to settlements and economic activity.

Use virtual fieldwork to observe and record human and physical features linked to the River Thames.

Use grid 4 point grid references on OS Maps.

4

4

Art

Inspired by David Hockney

Record observations and evaluate other artist's work in sketch books .

Use a range of sketching techniques to create human figures.

Explore different skin tones by mixing paint.

Improve mastery of art and design techniques, including painting with a range of materials.

Recreate a painting in the style of David Hockney.

Evaluate and analyse outcomes using the language of art, craft and design.

5



5





Knowledge Organiser



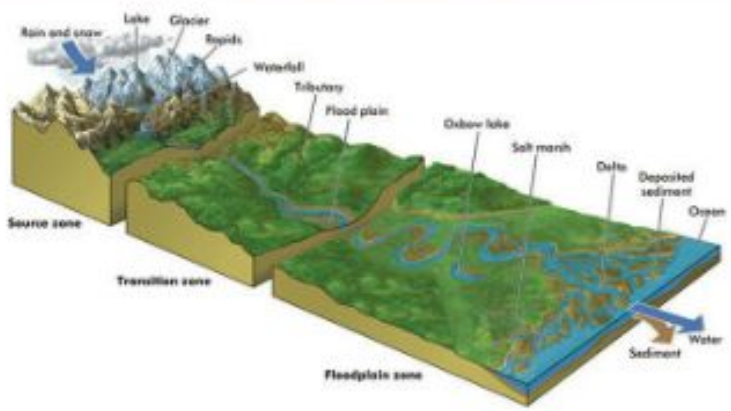
Grange Park Primary School Year 5 Autumn 1 Geography

What a Wonderful World: World rivers and how they impact human lives

Physical Features	
source	The farthest point from the estuary or confluence. The beginning of a river.
estuary	Where water from the river first meets the sea/ocean. This is usually inland, just before the mouth of the river, and is linked to the tides.
tributary	A smaller river or stream that joins a bigger river.
meander	A river that flows in a winding course.
confluence	The junction of two rivers, especially rivers of approximately equal width.
floodplain	The flat area around a river that often gets flooded when the level of water in the river is high.
delta	A wide muddy or sandy area where some rivers meet the sea. The river slows down and drops all the sediment it was carrying.
oxbow lake	A curved lake, formed from a horseshoe bend in a river where the main stream has cut across the narrow point, preventing the river from flowing through it.
mouth	The end of a river; where the river flows into the sea, ocean or lake.
bank	The land at the side of the river.

Key Rivers	
River Thames	The longest river in England, which runs 346 km from its source in a village in Gloucestershire through London and out into the North Sea.
River Nile	The longest river in the world. It travels 6,650 km through 11 countries of the continent of Africa.
Amazon River	The largest river in the world, travelling 6,400 km through Peru, Colombia and Brazil (South America).
River Yangtze	The longest river in Asia, travelling 6,300 km through China.
Murray River	Australia's longest river, travelling 2,508 km across South Australia.
Volga River	The longest river in Europe, travelling 3,531 km across Russia into the Caspian Sea.
River Ganges	Travelling 2,525 km through India and Bangladesh, the River Ganges is the third largest river in the world and a sacred river to Hindus.
River Danube	The second longest river in Europe and travels through the most countries (10).

Key Vocabulary	
vegetation belt	Plant life in a specific area and closely linked to biomes.
sediment	Matter (rocks, soils etc) that settle to the bottom of liquid - in this case rivers.
tidal surge	The rising of the sea, impacting on the estuary.
lock	A short section of a canal or river with gates and a sluice that are used to change the water level to raise and lower boats.
weir	A low dam built across a river to raise the level of water upstream or regulate its flow.
trade	The buying and selling of goods.
topography	The accurate representation of physical features of an area (rivers)
current	The strength and speed of the river. Water always flows downhill. The steeper the ground it, the stronger the current will be.



Knowledge Organiser

Grange Park Primary School Year 5 Autumn 1 Art and Design

What a Wonderful World!: Compositions inspired by the work of David Hockney

Key Facts

David Hockney (born 9 July 1937) is an English painter, draftsman, printmaker, stage designer, and photographer. As an important contributor to the pop art movement of the 1960s, he is considered one of the most influential British artists of the 20th century.

Born in Bradford, Yorkshire, Hockney attended Bradford College of Art and progressed to the Royal College of Art in London. He moved to California in the early 1960s and has lived between the UK and USA for most of his life.

Hockney has explored many different art forms throughout his career including drawing, portraiture, printmaking, photography, short films, computer illustration, iPad & iPhone drawings, landscapes, and theatre design.

Hockney was one of the first artists to make extensive use of acrylic. Being fast drying it suited his technique of painting large areas of flat colour and then adding details. He also felt that the fast-drying acrylic paint was more suited to portraying the sun-lit, clean-contoured suburban landscapes of California than slow drying oil paint.

Although his work has a breadth and depth that could rival Picasso, Hockney is probably most well-known for his 1960s Pop Art paintings of swimming pools in Los Angeles. 'Portrait of an Artist (Pool with Two Figures)' 1972 sold for 90 million dollars in 2018, which now places him as the second most expensive LIVING ARTIST, just behind Jeff Koons.

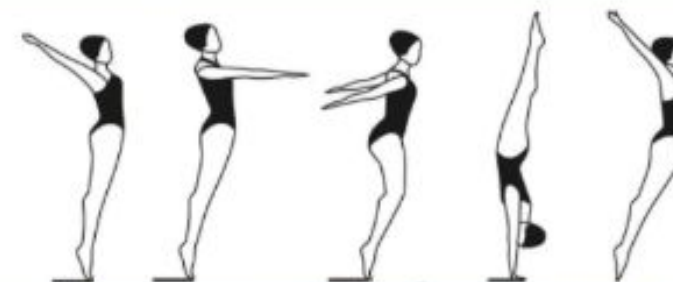
Hockney has published 93 books relating to art, and received Britain's highest civil honor in the form of the Order of Merit for his achieved distinction in the world of art. Now in his 80s, Hockney continues to create incredible art.

What else was going on in the World?

1969 The United States' Apollo 11 was the first crewed mission to land on the Moon.

Key Skills

Discuss an artist's work	Talk and write about the artworks of David Hockney - describe the work, own responses to it and find out information about the artist and the techniques he uses.
Drawing	Develop accuracy and expression in drawing, including the human figure.
Painting	Be able to talk about how colour, tone, texture and pattern have been used to achieve desired effects.
Composition	Think carefully about how elements are placed or arranged to create a final image.
Developing ideas	Talk about the choices made in own art, and what effect they have.



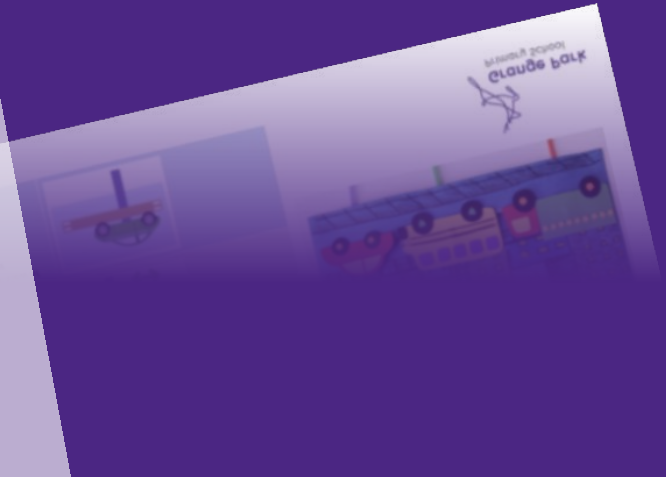
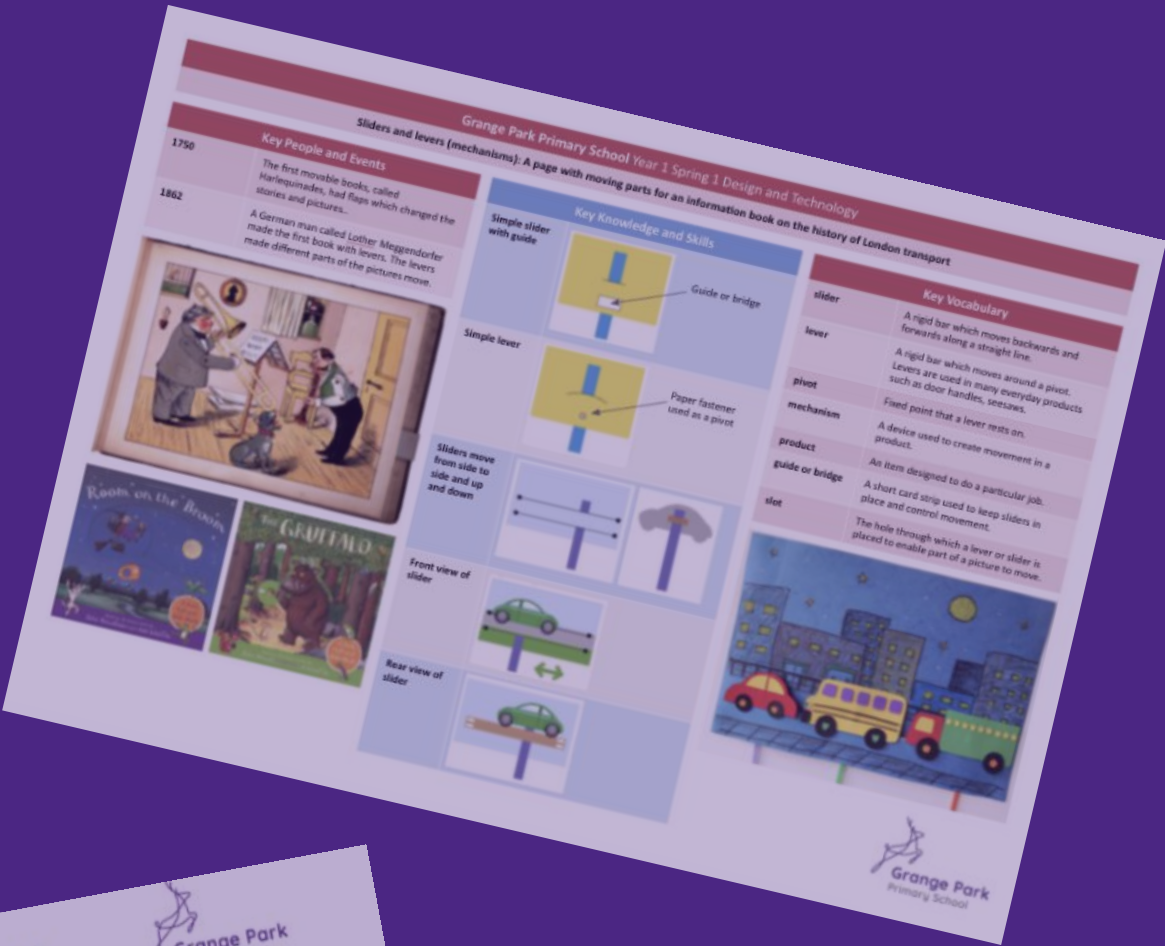
Key Vocabulary

vibrant	Bright and striking, full of energy and life
photography	Creating images by recording light, either electronically by means of an image sensor, or chemically by means of a light-sensitive material such as photographic film.
distorted	Altered from a true, natural, or normal state, shape, or condition.
wax resist	A decorative technique where a wax is used to create a pattern, which is then covered in a coating such as ink or paint. The wax repels the coating creating the pattern.
enhance	To intensify, increase, or further improve the quality, value, or extent of something.
photo collage	Technique of making a picture by assembling pieces of photographs, often in combination with other types of graphic material.
Pop Art	Art that emerged in the United Kingdom and the United States during the mid- to late-1950s which presented a challenge to traditions of fine art by including imagery from popular and mass culture,



The curriculum

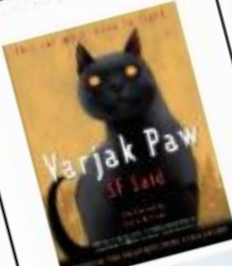
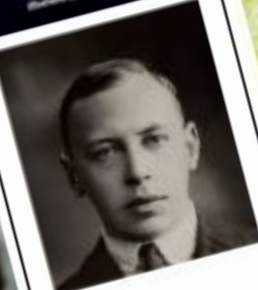
	History./Geography	Art/Design & technology
Autumn 1	Rivers	David Hockney
Autumn 2	Anglo-Saxons & Vikings	Viking Stew
Spring 1	Early Islamic Civilisation	Islamic Art
Spring 2	South America	Ferris Wheels
Summer 1	Coastal Erosion	Ferris Wheels
Summer 2	British Monarchy	Monarch portraits



The curriculum

Reading Spine

Reading for pleasure - Grange Park Primary

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Poetry Anthology
Wonder – RJ Palacio  	Beowulf by Michael Morpurgo Link with: Striving Civilisations - Vikings  	Varjak Paw by S.F. Said Link with: Striving Civilisations - Early Islamic Civilisations and English  	Pig Heart Boy by Malorie Blackman  	Lalani of the Distant Sea by Erin Entrada Kelly <i>Adapt planning for Reading.</i>  	The Highwayman by Alfred Noyes Link with: Striving Civilisations - British Monarchy  	The Final Year by Matt Goodfellow (verse novel)  



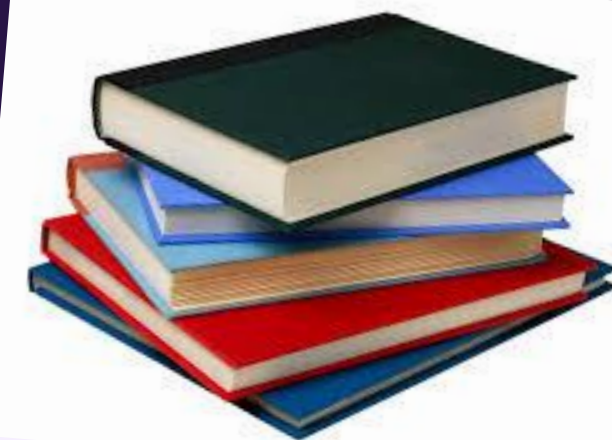
Reading hub

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.



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)** 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

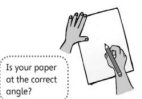


Getting ready to write

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

1 Are you forming your letters correctly?

2 Are any letters too tall or too short?

3 Are any descenders too long or too curly?

4 Is there a space between your letters?

5 Is there a space between your words?

6 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.
- All Year 5 class visits the Reading Hub bi-weekly on a Friday where they will get the chance to change their books. If they wish to change their book before then, they can and still have access to the Reading Hub.
- **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 the school website under 'Home learning guidance'
- A home learning timetable is uploaded to the class Google Classroom every week for easy navigation

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 BLEBCE 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? TTRS	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 Pulid
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 Box club link					



How can you support your child

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



Pre learning	Spelling Shed	Maths	Computing	TTRS	English
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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.
 - We use technology to provide support to children, to help them present their learning in engaging ways and also to ensure timely assessment
 - We use all of the Google Workspace tools, Practice Sets, ThingLink, Canva and much more!
 - We use the platform Learning by Questions (LBQ) to set home learning tasks but also for in class activities. This platform allows pupils to have scaffolded learning practice.

Technology at Grange Park

Home Use:

- Chromebooks can be used for home learning, if they need to complete work at home and it enables parents to see their child's learning on Google Classroom - the texts they are reading etc
- 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.



Technology at Grange Park

How to login to:

-LBQ

-Spelling Shed/TTRS

-Google Classroom

[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)

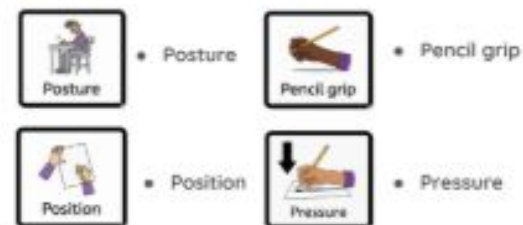
Home learning is set out on a weekly timetable that includes useful links in order for you and adults to access it easily.

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

Purpose over time:



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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

.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.

- We have the following workshops/trips/residentials throughout the year:

Autumn 1: Science workshop

Autumn 2: Vikings workshop

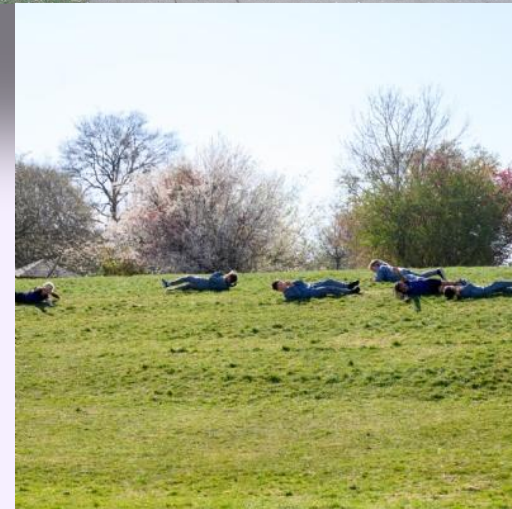
Spring 1: Hornsea Mosque

Spring 2: VIAM

Summer 1: Kingswood & Walton on the Naze

Summer 2: Tower of London

- **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:
 - Neptune: Friday 9th October
 - Saturn: Friday 30th April
 - Jupiter: Friday 18th June

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.

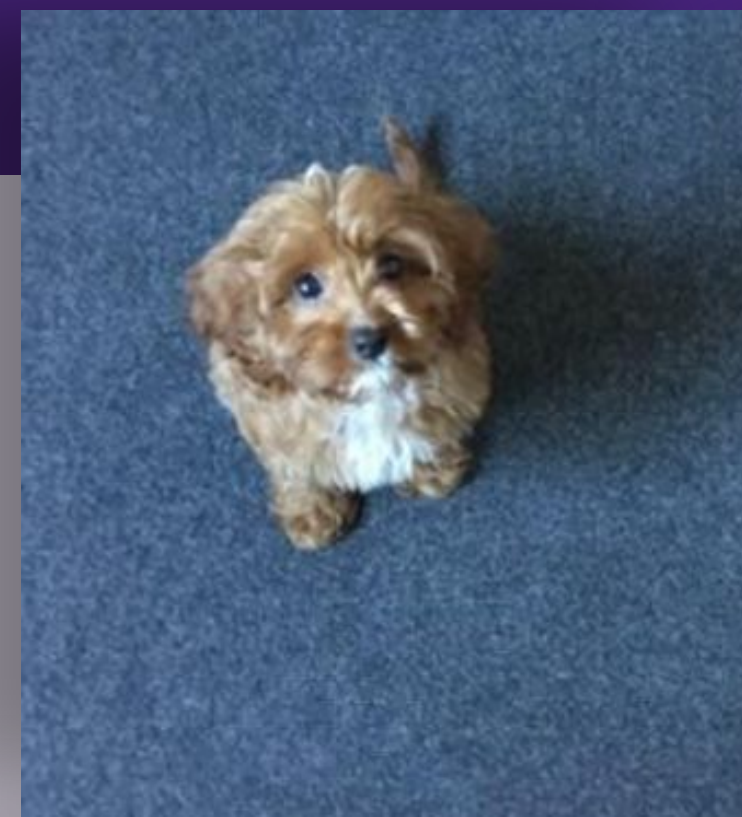


Toffee- Our School Dog

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.



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

Fri 2 October - Home learning surgery, 3:30-4pm, 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.
- Who are the parent reps in our classes?

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