

# Welcome to LKS2

**Y3 Ash: Ms Davies (Year Group Leader)**

**Y3 Oak: Miss Swinfield**

**Y3 Elm: Miss Hine**

**Y4 Lime: Mr Buckingham (Year Group Leader)**

**Y4 Walnut: Miss Powell**

**Y4 Maple: Miss Campbell**

Teaching Assistants:

*Mrs Gibbett, Mrs Purewal and Mrs Coxon*



# School Senior Leadership Team



**Mrs Louise Wood**  
Headteacher



**Mrs Kate Duncan**  
Deputy Headteacher  
Assessment Leader



**Mrs Michelle Rondeau**  
Assistant Headteacher  
& Inclusion Leader

**Mrs Janine Covey**  
Assistant Headteacher  
& Trust EYFS Leader



**Mrs Marianne Wilson**  
Assistant Headteacher,  
Trust English Leader

**Miss Rebecca Cheetham**  
Assistant Headteacher  
& Trust English Leader



# Other Adults

**Mrs Cutts-Munro – Art**

**Mr De Cruz – PE**

**Mrs Pericleous/ Ms Zafer – RE**

**Mrs Coxon– French (Year 4)**

**Mr Brooker– Wider Opps (Year  
4)**



# The Curriculum at Barrow Hedges

We aim to deliver a diverse and creative curriculum with exciting themes that the children will be fully engaged with. We will be adding curriculum overviews to the school website where you can see a break down of everything that your child will learn each half term.

For further information please visit the school website:

<http://www.barrowhedges.com/>

**Barrow Hedges Primary School**

HOME ▶ LEARNING ▶ CURRICULUM

## Curriculum

### Barrow Hedges Curriculum

At Barrow Hedges we used the topic titles and some of the materials from 'The Cornerstones Curriculum' when introducing the curriculum changes in 2014. Since then we have developed our creative and thematic approach to learning further; mapping key skills to the Primary National Curriculum to ensure comprehensive coverage of national expectations.

English

Mathematics

**Barrow Hedges Medium Term Topic Planner (Planning)**  
Year 5 Autumn 1

**Spiral Machines**

- To understand the concept of a spiral.
- To understand the concept of a spiral machine.
- To understand the concept of a spiral machine.
- To understand the concept of a spiral machine.

**The Great Wall of China**

- To understand the concept of the Great Wall of China.
- To understand the concept of the Great Wall of China.
- To understand the concept of the Great Wall of China.
- To understand the concept of the Great Wall of China.

**The Great Wall of China**

- To understand the concept of the Great Wall of China.
- To understand the concept of the Great Wall of China.
- To understand the concept of the Great Wall of China.
- To understand the concept of the Great Wall of China.

**The Great Wall of China**

- To understand the concept of the Great Wall of China.
- To understand the concept of the Great Wall of China.
- To understand the concept of the Great Wall of China.
- To understand the concept of the Great Wall of China.

**The Great Wall of China**

- To understand the concept of the Great Wall of China.
- To understand the concept of the Great Wall of China.
- To understand the concept of the Great Wall of China.
- To understand the concept of the Great Wall of China.



# Year 3 Curriculum

Although educational trips are always open to review, in the table below we have included the trips that have previously taken place during these topics.

Term	Topic	Trip/Visitors
Autumn 1	Gods and Mortals	Greek Workshop
Autumn 2	Forceful Pharaohs	Egyptian Day
Spring 1	Tremors	Volcano workshop
Spring 2	Scrumdiddlyumptious	Year 3 does 'Bake Off'
Summer 1	Running Rivers	Grove Park
Summer 2	Tribal Tales	Butser Ancient Farm



# Year 4 Curriculum

Although educational trips are always open to review, in the table below we have included the trips that have previously taken place during these topics.

Term	Topic	Trip/Visitors
Autumn 1	I Am Warrior	Roman Workshop
Autumn 2	Potions	Fun Scientist Day
Spring 1	Road Trip USA	Discovering USA
Spring 2	Traders & Raiders	Hooke Court
Summer 1	Burps, Bottoms and Bile	Digestive System Workshop
Summer 2	Blue Abyss	Bough Beech



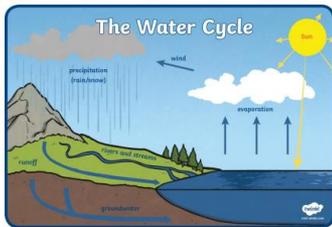
# Knowledge Organisers

Knowledge Organisers have been devised as a multi-purpose tool to assist **teachers** in their planning and assessments, **Subject Leaders** in their evaluations of standards in their subjects and **parents** to have a fuller understanding of knowledge their child will cover each term and how they can support them to remember this.



Year 4 Summer Term 2

Geography: Winding Waterways



This half term, our Big Question is...

Why is our world's water so important?

Key Facts	
What is the water cycle?	The water cycle has 4 important parts to it. They are evaporation, condensation, precipitation and run off. Water is heated by the sun's rays, turning it to a gas (evaporation). Once it cools, this water gas (known as steam or water vapour) turns back into a liquid (condensation). This falls as rain (precipitation). Some of this rain is absorbed into soil. The rest makes it way back to the larger bits of water because of gravity (this is run off). Once here, it heats again and the cycle begins over.
What are some of the world's major rivers?	Some of the major rivers in our world are: The Yangtze (Chang Jiang), The Amazon, The Volga, The River Nile, The River Thames, The Mississippi River and The Ganges.
Why do people and animals chose to live near to rivers?	Rivers have been very important through out history. They provided a safe, renewable source of water for drinking, washing and watering crops. They can also be used for transporting things and be used to protect people that live there.
What causes river pollution and why does it matter?	Rivers can be damaged by lots of things such as sewage, pesticides and fertilizers from farms, waste water and chemicals from factories and trash from people littering. This can damage the wildlife that live in and around rivers, and get into people's drinking water
What can be done about river pollution?	We can all do our bit by making sure we don't throw rubbish into rivers. We can also make sure that we look for reusable items instead of single use plastics and make sure we put things in the correct sort of bins. We should make sure we don't throw oils or chemicals in our sinks and

What do we already know?
So far...
In Year 1 you learned about weather patterns, including rain.
In year 3 (in History) you learned why Ancient Egyptian people relied on the River Nile.
You began to think about why people chose to live where they live.
You have identified some physical and human geography on maps and in atlases.

Key Vocabulary	
Condensation	When water vapour (or steam) cools and is turned back into a liquid.
Deposit	Something which has been dropped
Ecology	The relationships between living things and their surroundings, or environment
Evaporation	When liquid water is heated and turns to gas.
Precipitation	Liquid water falling as rain.
Pollution	When gases, smoke and chemicals are introduced into the environment in large doses that makes it harmful
Run off	Water which is not absorbed into the soil, which makes its way to large bodies of water due to gravity.



We will now show you where to find these on our school website.

<https://www.barrowhedges.com/>



# English Assessment

To help inform our teacher assessment of whether your child is on track to meet the expected standard for the end of year we carry out ongoing assessments of the children's reading and writing throughout the year.

Primarily, your child's English book forms a portfolio of writing which showcases their ability to meet the Year Group expectations, both independently and with help from their teacher. This is the main body of evidence used to assess children's attainment and progress in writing throughout the year.

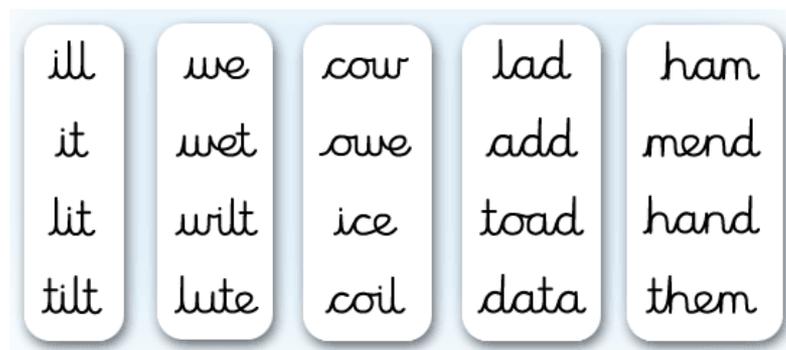
Children have Guided Reading sessions every day and their responses to class discussions and independent work during these sessions inform the teacher's assessments. In addition to this teachers will listen to children read on a 1:1 basis to assess their fluency. Children also carry out more formal reading assessments throughout the year. 'Book band' assessments will happen at least once per term but may happen more frequently at the discretion of the teacher.



# Handwriting

The school has a cursive handwriting policy.

If you would like to see what these letters look like please check our website for further information.



# Times Tables Rock Stars

- All children in Years 2-6 have a Times Tables Rock Stars login.
- Children should be practising for short amount of times on most days.
- Throughout the year, we will be giving out certificates to individual children, e.g. 'most improved' or rewards to the class for the highest combined score.



## Why is it so important for children to know their times tables?

- Times tables are one of the foundations/building blocks of maths. You need them to be able to access all the even more interesting maths that sits on top.
- The multiplicative relationship between amounts is usually more interesting and helpful than the additive relationship as they allow you to describe patterns and make predictions.

**Believe to Achieve**



Year 4

## Mathletics

Children in Year 4 will complete a weekly 'mathletics' times table activity (usually on a Thursday). They complete a set number of multiplication and division questions within a set time.

Each week they will bring home their test sheet. Please help your child to learn the table they're currently on and to practice any facts that they're finding difficult to remember.



## Mathletics

Once the children have made their way through the levels, they then complete a range of 'Ultimate Challenges'. Each challenge involves 144 mixed tables questions using both multiplication and division.

There are four separate challenges:

- 1) Mixed multiplication and division
- 2) Mixed multiplication and division with powers and square roots
- 3) Mixed multiplication using multiples of 10
- 4) Mixed multiplication of the 13-24 times tables

Each child will need to complete each challenge three times (and better their time score) before moving on to the next challenge.



# Arithmetic

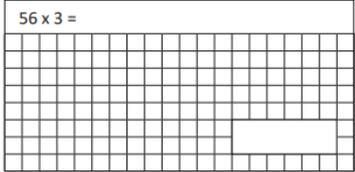
We have introduced weekly arithmetic tests, which are similar in style to the SATs arithmetic test paper.

The children will complete these every Friday, and will bring them home, along with their spelling test.

Although your child's teacher will go through the answers with the class, please look at the test with your child at home. This will give you an idea of what the maths expectations are and will enable you to support your child.

Test 3

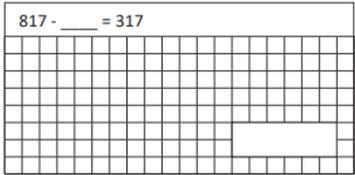
1  $56 \times 3 =$



\_\_\_\_\_

1 mark

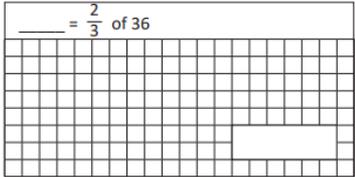
2  $817 - \underline{\quad} = 317$



\_\_\_\_\_

1 mark

3  $\underline{\quad} = \frac{2}{3}$  of 36



\_\_\_\_\_

1 mark



# Homework - set on Teams

1. Daily reading.  
Book change roughly twice a week (this is more flexible in KS2 because the children are generally reading longer chapter books).
2. Weekly Spelling Tests. Children will be tested on Fridays and will receive all of their spelling lists for the term.
3. Weekly Maths and English homework.

Homework is set on a Friday with a deadline of the following Friday.



Updated 2022

## Core Values

Kindness

Honesty

Ambition

Respect

Inclusion

## Our School Motto

Roots to grow, wings to fly



# Behaviour

This is our basic sanctions system in school. It progresses from a warning to missing 5, 10 then 15 minutes of play (depending on the transgression). A 15 minute exclusion will also result on your child going on the '3,6,9' sheet (see next slide)

Barrow Hedges Primary School  
Class Behaviour Record Sheet

Class \_\_\_\_\_

Date	First name warning	Code	Time	Miss 5 mins play	Miss 10 mins play	Exclude for 15 mins	Put on 369 sheet
Please ensure: 1. The child knows why they are on sheet 2. Detention is given 3. Missed 15 mins work is made up 4. Sheet is highlighted to show time spent		1. Relaxed start 2. AM Break 3. AM Lessons 4. Lunch		5. PM Lessons 6. Transition 7. Assembly 8. Trip			369 sheet box to be ticked if 15 mins is ticked  If this is the first time for a child – inform parents

Roots to grow, wings to fly



# Behaviour - 3,6,9 explained

If your child is put on the 3,6,9 sheet then you will be informed by the class teacher. If your child reaches 3, 6 or 9 then meetings will be arranged with relevant members of the school's leadership team.

## BARROW HEDGES PRIMARY SCHOOL - BEHAVIOUR MANAGEMENT – 3,6,9 SHEET

Name \_\_\_\_\_ Class \_\_\_\_\_



	Date	Behaviour	Consequences/Action
1			
Parents informed on		(date)	(initial)
2			
Parents informed on		(date)	(initial)
3			
Year Group Leader informed Parents informed and meeting arranged with parents and Year Group Leader; Notes written up			

Roots to grow, wings to fly



<b>Year Group Leader informed</b>		
<b>Parents informed and meeting arranged with parents and Year Group Leader; Notes written up</b>		
<b>4</b>		
Parents informed on		(initial)
	(date)	
<b>5</b>		
Parents informed on		(initial)
	(date)	
<b>6</b>		
<b>Deputy Head <u>and</u> Year Group Leader informed</b>		
<b>Parents informed and meeting arranged with parents and Deputy Head (and YGL); Notes written up</b>		
<b>7</b>		
Parents informed on		(initial)
	(date)	
<b>8</b>		
Parents informed on		(initial)
	(date)	
<b>9</b>		
<b>Letter to parents from Headteacher – meeting arranged; Notes written up</b>		

Roots to grow, wings to fly



# In the Dining Hall

## In the dining hall/ classroom we must:

Line up in an **orderly** fashion.

Say please and thank you and use **good manners**.

Stay in our seats for the whole time we are eating.

Talk calmly to others, never shouting.

Be gentle and not hurt others.

Be kind and helpful and not hurt anyone's feelings.

Work together to solve problems, **using words to express and explain, rather than actions**.

Clear away our own plates, cutlery and **any waste**, including from our lunchboxes.

Walk sensibly and never run.

Return our lunchboxes to the lunchbox trolley carefully and neatly.

---

Roots to grow, wings to fly



# On the Playground

## In the playground we must:

Learn and know the rules for how to use our playground and follow them.

***Be gentle and not hurt others.***

Be kind and helpful and not hurt anyone's feelings.

Play together and ***look after each other.***

Work together to solve problems, using words to express and explain rather than actions.

Take care of our ***equipment*** and use it properly.

Leave dirt and rocks on the ground.

Ask to use, and behave sensibly in, the toilets (this is not a place to play or chat)

Tidy up after ourselves.

Stop playing when the bell goes, stand still and listen quietly.

Tell an adult if you are feeling sad and/or lonely.

Tell an adult if someone is not following the rules.

---

Roots to grow, wings to fly

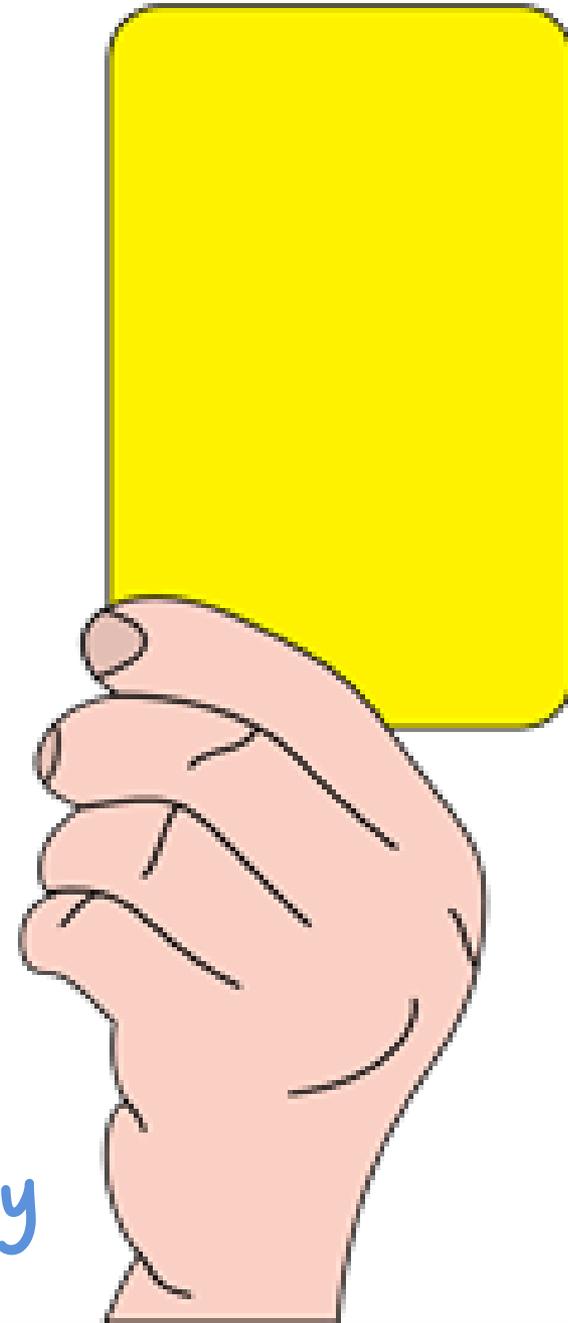
# Consequences: Yellow Card

If you do not follow the lunch time rules, you may get a yellow card. This means you will have a 5 minute (KS1) or 10 minute (KS2) time out.

In this time you need to calm down and think about what you did wrong.

Examples of behaviour that may result in a Yellow Card:

- disrupting other children's play on purpose
- Showing disrespect towards a Midday Assistant – this includes verbal (e.g. answering back) and non-verbal behaviours (e.g. rolling of eyes)
- Not doing as you've been asked (e.g. lining up quietly)
- Throwing food on the floor and/or being silly with food
- Shouting and messing around in the dining hall, including being out of your seat
- Pushing in the line
- Entering the school building without asking
- Being silly and/or staying too long in the toilets
- Unkind behaviour
- Rough behaviour



Roots to grow, wings to fly



# Consequences: Red Card

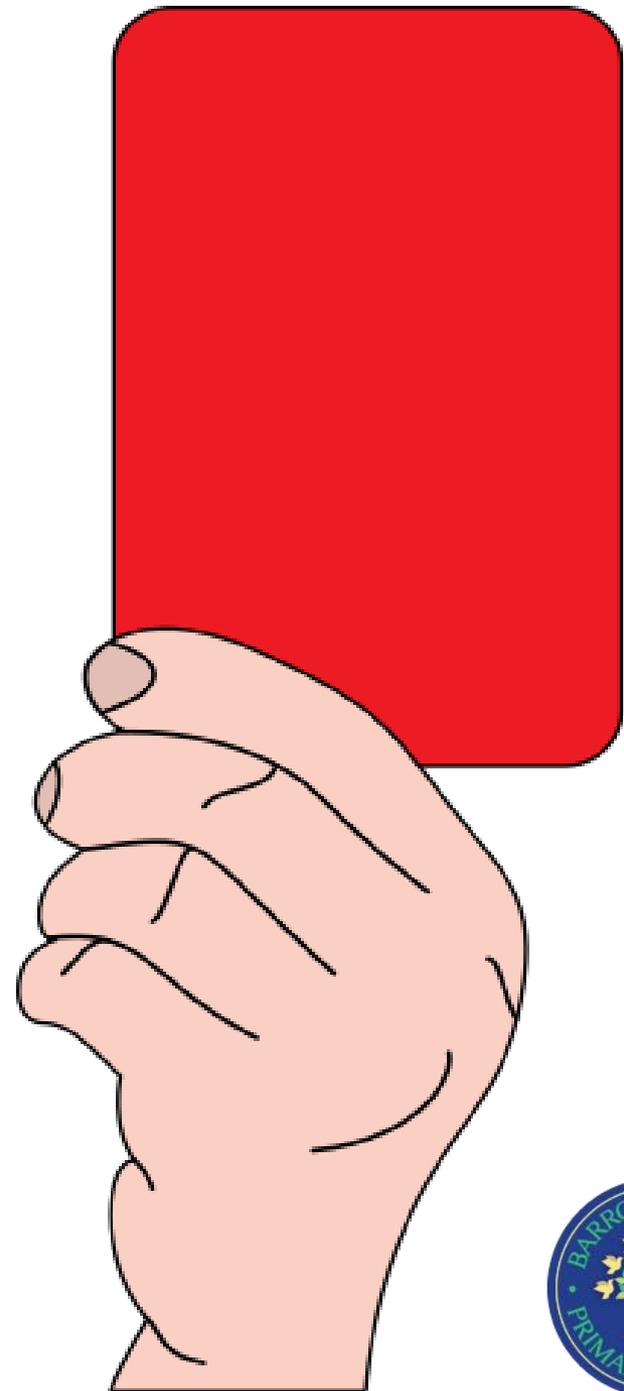
If you do not follow the rules and your behaviour is **more serious**, a Teaching Assistant or Midday Supervisor can issue a Red Card. If you get a red card you will be sent directly to the main office and a member of the senior leadership team will speak with you before deciding what to do next.

If you get a Red Card children will be removed from lunch play for a total of 30 minutes (KS1) or 60 minutes (KS2).

This 'detention' may be spread over two breaks.

There are some types of behaviour that will result in the immediate issuing of a red card. Examples include:

- Physically hurting someone on purpose (punching/kicking)
- Threatening/aggressive behaviour
- Racism
- Being rude to a midday assistant (saying 'No!' If you are asked to do something)
- Swearing
- Breaking or damaging equipment on purpose
- Stealing



Roots to grow, wings to fly



The Midday Supervisors/Teaching Assistants will make decisions about giving yellow and red cards in a fair way to make sure all children have happy play times. As with all adults in school, children must treat our Midday Supervisors with respect.

At the end of each lunchtime, an adult will collect in the Yellow and Red Cards and let class teachers know. A record will be kept of this information. Parents will be informed if there is a serious incident.

As cards can be issued by any Midday Assistant/ Teaching Assistant, you could be given more than one Yellow Card in one lunchtime. If this happens, you will be kept in for a further 20 minutes the following day.

---

Roots to grow, wings to fly



# PE Kits

As a school, we ask children to come to school in their PE kits on PE days.

We do ask that parents ensure that children adhere to our school PE uniform policy on these days and ensure that full school uniform is worn during the other days of the week.

Children that are not wearing full school uniform on these days will be picked up on and, in repeat cases, parents will be contacted by school.

PE Days	
Ash – Thursday and Friday	Lime - Monday and Wednesday
Elm - Thursday and Friday	Walnut - Monday and Wednesday
Oak - Monday and Tuesday	Maple - Monday and Wednesday

Roots to grow, wings to fly



# Barney Award – Friday’s Celebration Assembly



Led by Mrs Wood, Miss Cheetham or Mrs Rondeau

This assembly is held on a Friday.  
This is a chance to hear about  
which children has demonstrated  
our ‘Building Learning Power’  
traits amongst other things.



***Ron Resilience***



***Connie Collaboration***



***Rosie Reflectiveness***



***Ravi Resourcefulness***

Roots to grow, wings to fly



# Reminders of Whole School Policies

- Please ensure that children adhere to our uniform guidelines and are well presented and should not wear earrings.
- Water - not squash or flavoured water.
- A piece of fruit/vegetable for break time (not cereal bars)
- Remember we are a nut-free school; we encourage healthy choices for packed lunches.
- Only foam balls are allowed on the playground at lunchtime only.
- No birthday sweets.
- Staff do not hand out party invitations – please do this yourselves. Thank you.

Roots to grow, wings to fly



# Communication

If you have any questions or concerns during the year please do come and speak to us – we will be on the playground at the end of the school day.

If you need to contact us by e-mail, please use the Barrow Hedges e-mail address: [office@barrowhedges.com](mailto:office@barrowhedges.com) . Please write the Class Teacher's name as the subject header. Please note you won't get an immediate response; during the day the focus is on teaching and sometimes teachers won't look at their emails until the end of the school day. Alternatively, please do send a note in the morning in the Home School Book with your child if it to alert the teacher's attention to something and doesn't require a response.

*Please only contact teachers via the school and not through social media such as Facebook.*

Roots to grow, wings to fly



# Primary Assessments in LKS2

Schools must administer the [multiplication tables check](#) in Year 4 within the 3-week period from Monday 5th June 2023.

Further information will follow.



## Multiplication tables check

### What is the MTC?

The MTC is an on-screen check consisting of 25 times tables questions. Your child will answer 3 practice questions before moving on to the official check and will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

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

No. You do not need to do anything additional to prepare your child for the check. As part of usual practice, teachers may ask you to practice times tables with your child, as they would with spelling.

In terms of preparing pupils for the on-screen nature of the MTC, schools will have access to a 'try it out' area. They will be able to use this to familiarise pupils with the check and try out any access arrangements that may be required.



***We look forward to working with you this  
year.***

---

Roots to grow, wings to fly

