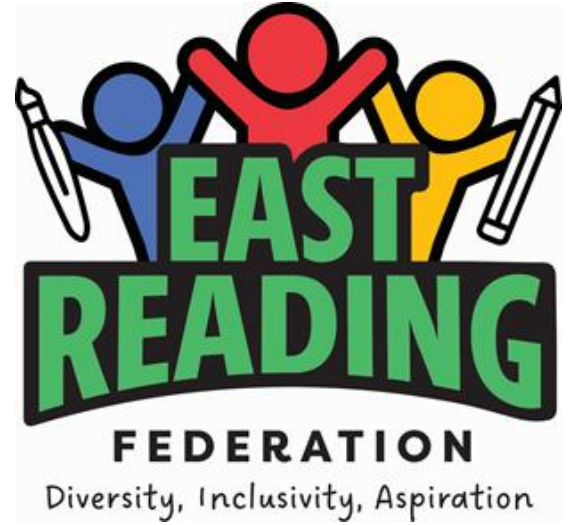
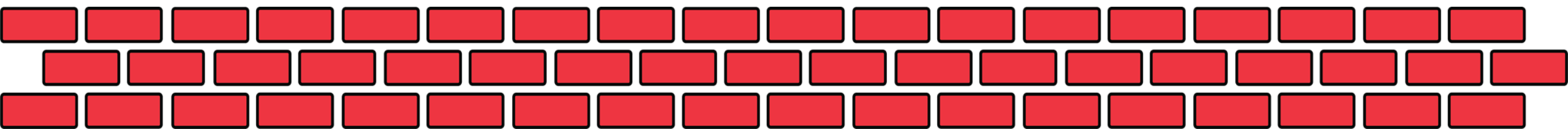




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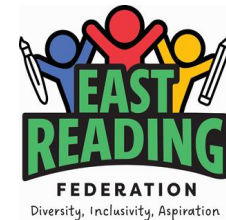


Welcome to KS2
Years 3-5



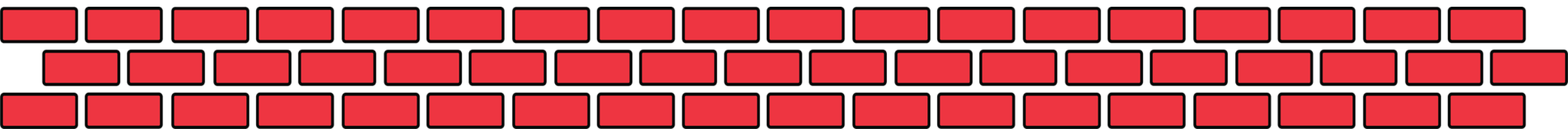


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Welcome to Alfred Sutton Primary School

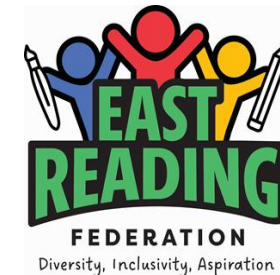
- We would like to welcome you to Years 3,4 & 5 at Alfred Sutton Primary School. We are ready to help you and your child embark upon the next part of their learning journey.
- At Alfred Sutton we aim to ensure that everyday is full of purposeful learning driven by an exciting and creative curriculum.





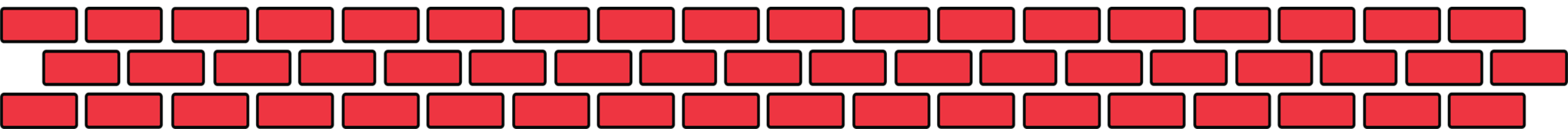
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Staff in Years 3-5



Teaching and support staff

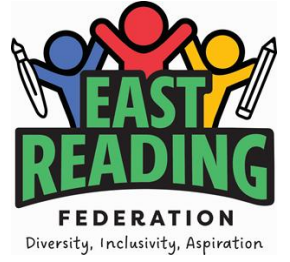
Year 3	Year 4	Year 5
Mr Kiedyszko	Mrs Kervin	Mrs Renshaw
Miss Cleal	Mrs Ruqiyya	Mrs Gurr
Miss Mirza	Mrs Kerins-Sewell	Mrs Moriggi
Mrs Rahman	Mrs Day	Mrs Culasy
Mrs Imran	Mrs Nair	Mrs Shapuri
Mrs Amjad		
Mrs Kiyani (and 4)		





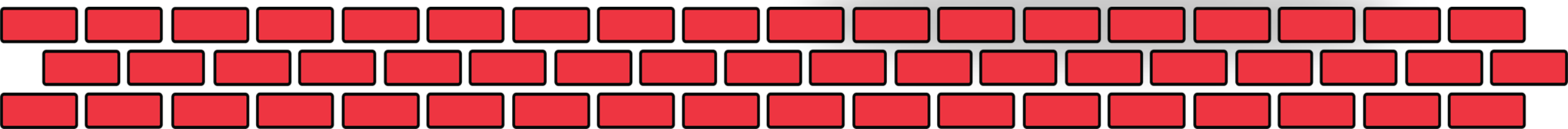
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Transitions across year groups



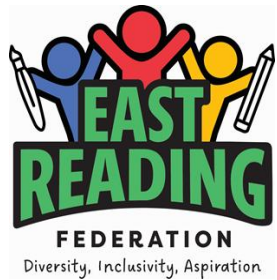
Transition is very important. We want your child to feel happy and confident in their new environment and with new staff.

During the first few weeks of this term (and beyond) staff will therefore focus on both the children settling into their new environment and their academic progress.










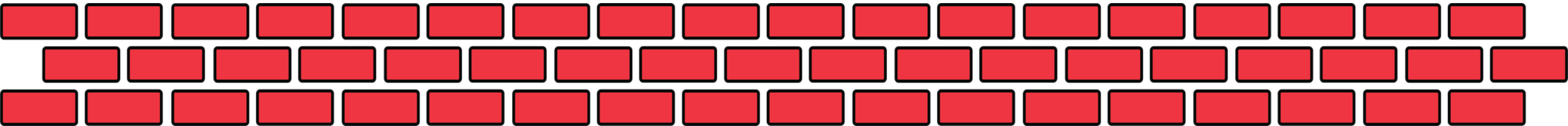
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What to bring to school everyday

		
bag	water bottle	lunch box/bag (if applicable)
		
coat (suitable for all types of weather)	PE kit (for clubs)	

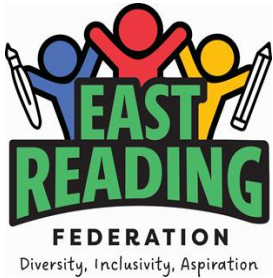
- A hat, scarf and gloves are needed for colder days
- A sun hat is needed for warmer days (please apply sun block at home)
- **We politely request that all clothes and other items that your child brings to school be named to avoid confusion or loss**















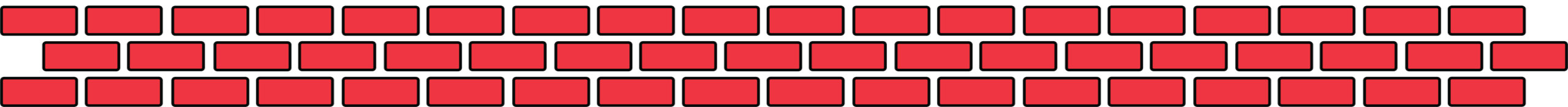
Alfred Sutton
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School Uniform



				
shirt or blouse	polo shirt	jumper/ cardigan	sweatshirt	trousers/ shorts
				
skirt/ pinafore	summer dress	leggings	black shoes	school fleece

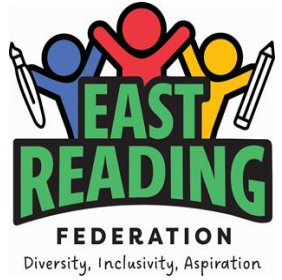
- Our school colour is yellow and is teamed with white and grey
- You can purchase items of clothing with the school logo on from Stevensons www.stevensons.co.uk
- Please ensure your child is dressed suitably for the weather – we are outside as much as possible
- **We politely request that all clothes and other items that your child brings to school be named to avoid confusion or loss**











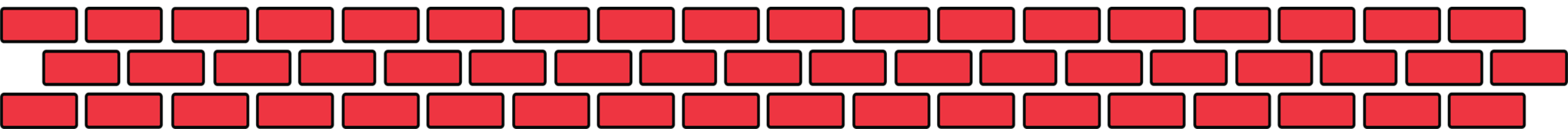
Alfred Sutton
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PE Kit



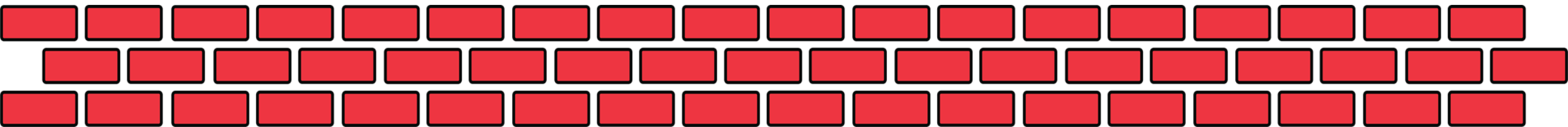
		
PE shorts	PE leggings	PE t-shirt
		
plimsolls/ trainers	PE jogging trousers	PE sweatshirt

- Children should wear PE kit to school on their PE day (PE days may move – we will let you know in advance if this becomes necessary)
- Suitable kit for PE lessons outside
- Children with long hair should have it tied back on PE day
- Change into PE kit in school if they have an extracurricular sport club



PE Days

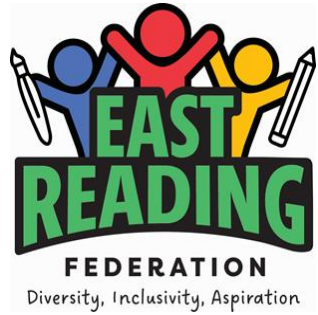
Year 3	Year 4	Year 5
Tuesday	Friday	Wednesday





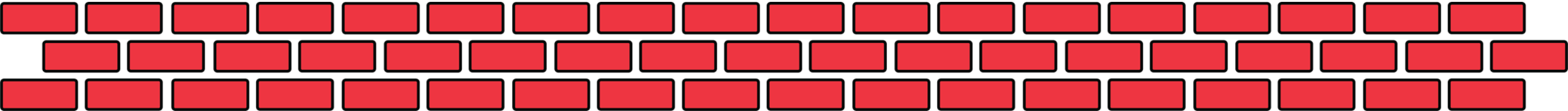
Alfred Sutton
Primary School

The school day



A typical school day:

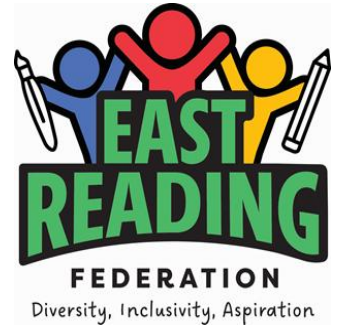
- **8.30am** – School gates open.
- **8:40am** - Class doors open.
- **8:50am** - Class doors close and the register is taken. Children arriving after the doors have closed will need to be signed in at the office and will be marked as late.
- **9:00am** – the morning includes lessons in reading, writing and maths. During the morning, there is short Activefit break and a mid-morning playtime.
- **12:20-1:20pm** Lunch Break.
- **1.20pm** – The afternoon includes wider curriculum lessons and reading for pleasure.
- **3.10pm** – School ends.
- Collection - wait in the playground outside the classroom and your child will be sent to you. Please do not come up to the classroom door.





Alfred Sutton
Primary School

The school day



Water – please bring in a named water bottle

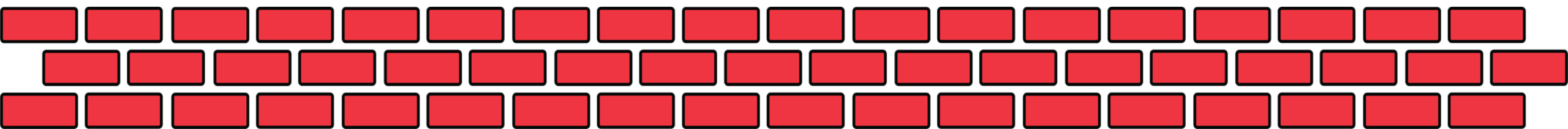
Snack – a piece of fruit or vegetable

Lunchtime

- School dinner
- ParentPay - ordered before 8am

Packed lunch

- Healthy and balanced
- **No nuts**

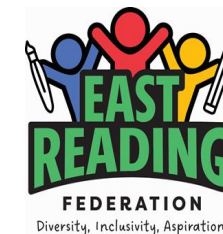




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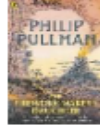



Example Curriculum Overview

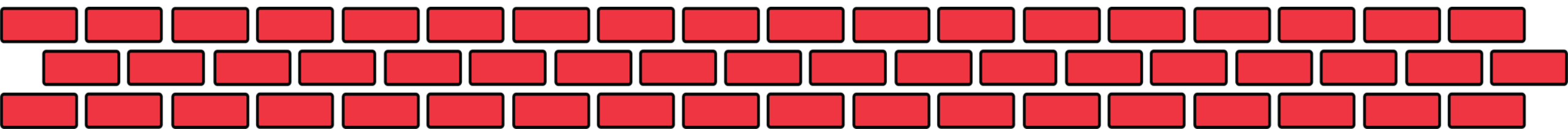
Alfred Sutton Primary School
Year 3 Overview



Curriculum Overviews

- Staff have tried to include as much detail as possible but that does mean some things are liable to change as the year progresses
- Year group curriculums available to view on the Alfred Sutton website - process of being updating (currently still last years) <https://alfredsuttonprimary.co.uk/>.
- Team will endeavor to let parents know when website has been changed

Topic	Autumn Term		Spring Term		Summer Term	
Curriculum , Writing and class texts	<div></div> <p>Ruby's Worrry by Tom Percival (Texts linked to Stone Age history) Stone Age Boy by Satoshi Kitamura The Great Storm by Terry Deary How to Wash a Woolly Mammoth by Michelle Robinson Nature Trail poem by Benjamin Zephaniah The Pebble in my Pocket by Meredith Hooper (link to Bronze and Iron Age and Rocks) The Iron Man by Ted Hughes, illustrated by Chris Mould</p> <p>A selection of class texts shared across the term</p> <p>Spelling, handwriting, punctuation and grammar follow the English Long Term Plan for Year 3</p>		<div></div> <p>Marcy and the Riddle of the Sphinx by Joe Todd Stanton (linked to Ancient Egypt) The Firework Maker's Daughter by Philip Pullman The Crow's Tale by Naomi Howarth How to Survive Anywhere by Ben Lerwill Hot Like Fire by Valerie Bloom</p> <p>A selection of class texts shared across the term</p> <p>Spelling, handwriting, punctuation and grammar follow the English Long Term Plan for Year 3</p>		<div></div> <p>Usborne collection of Greek myths (link to Ancient Greece history) Extract from DK Eyewitness Ancient Greece Belonging by Jeannie Baker (links to Plants science and UK geography) The Great Kapok Tree by Lynne Cherry A Nest Full of Stars by James Berry</p> <p>A selection of class texts shared across the term</p> <p>Spelling, handwriting, punctuation and grammar follow the English Long Term Plan for Year 3</p>	
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
English Genres	<ul style="list-style-type: none">• Instructions (wash a woolly mammoth)• Narrative – warning tale• Narrative descriptive poem (free verse)• Recount – newspaper reports• Character description – wanted posters.• Panto – <u>Cinderella</u>		<ul style="list-style-type: none">• Recount – diary• Narrative – fantasy• Poetry		<ul style="list-style-type: none">• ancient Greek myths• narrative• letters to new teacher• poetry	
English Spoken Language	<p>‘Research indicates that there is a correlation between pupils’ spoken language skills and their academic outcomes, social development and emotional development. This suggests a link between spoken language development and pupils’ broader life outcomes.’ (DfE English research review, 2022). We therefore highly prioritise the teaching of spoken language in a cross curricular context:</p> <p>Teachers model spoken language across the Y3 curriculum</p> <p>Pupils are equipped with the technical knowledge and vocabulary to be able to speak about a topic confidently</p> <p>There is a focus on ensuring pupils can effectively select and use appropriate grammar and register for audience and purpose</p> <p>Frequent structured opportunities (e.g. explaining, discussing, debating, performing and responding) are provided for practising, refining and applying spoken language knowledge and skills</p>					
Reading	<p>Reading teaching A teaching programme focussing on class/group/individual: We prioritise reading and rereading aloud, teaching vocabulary in context and identification of genre structure and features and syntax Comprehension skills are taught and texts discussed in the context of the following areas of study: Vocabulary, Retrieval, Inference, and Summary.</p>					

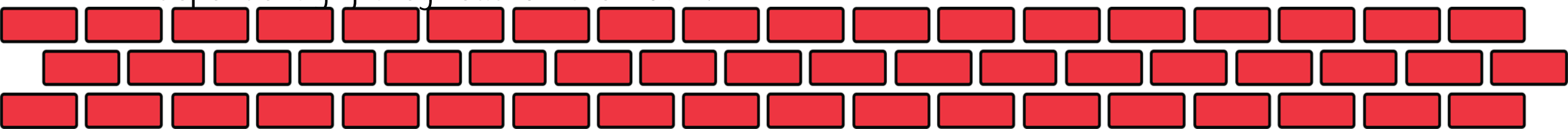
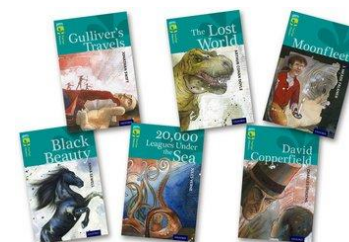
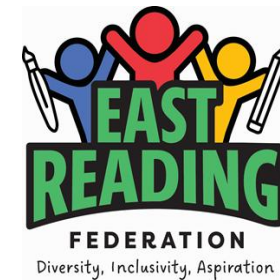




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Reading Books

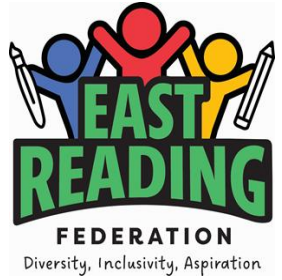
- Your child will bring home a reading book and a reading diary.
- Books will be allocated based on your child's reading level.
- Reading books and reading diaries must be brought into school every day.
- Books must be kept in a suitable bag.
- We are unable to allocate a new reading book if the previous book has not been returned to school.
- Children are expected to read at home daily and read aloud to an adult at least three times a week.
- Writing in reading diaries:
 - Adults please write a comment in your child's reading diary when they read their book to you.
 - KS2 – children are expected to fill in their reading record independently if they read on their own.





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Home and school - working together to support learning

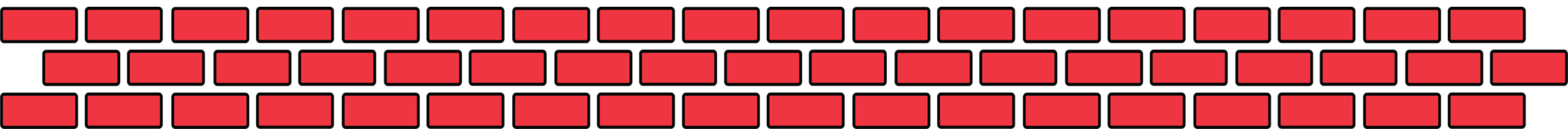


Homework

- Children will be expected to complete homework on a weekly basis. This will either reinforce learning that has already taken place in school (normally consisting of a set of spellings, an English task and a maths task) or be pre-learning for a new topic.

Every night

- Read for at least 10 minutes.
- Number skills (Times tables*, division and number bonds)
- Having conversations about their learning.





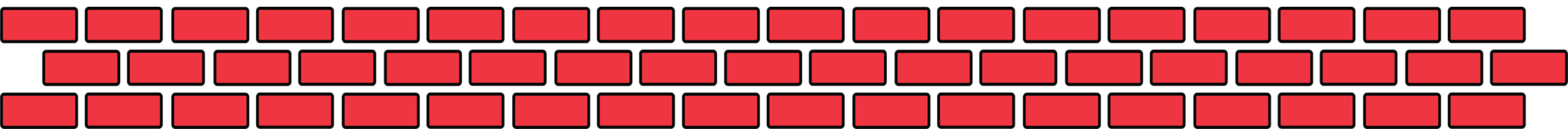
New format for homework

Children will be given a homework document in the coming days. These will also be uploaded to the school website, in case paper copies are mislaid or damaged.

First page gives a brief overview of the main areas of learning for the term.

Example shown is for Year 4

Alfred Sutton Primary School	h	Learning at school	Learning at home
		For the Autumn term, Year 4 children will explore a range of writing styles through engaging and cross-curricular topics. They will begin by learning how to write both formal and informal letters, using their rainforest topic as inspiration. As part of their poetry unit, they will study <i>The Lost Words</i> , which will encourage them to explore rich vocabulary and imagery linked to the natural world. Children will also create non-chronological reports based on a class animal, helping them develop research and organisational skills. Later in the autumn term, they will write historical narratives connected to their learning about the Romans, combining factual knowledge with creative storytelling. Finally, they will produce a factual diary entry linked to a science topic, giving them the opportunity to apply their understanding in a reflective and structured way.	<ul style="list-style-type: none">Reading is an important skill for life! You should read a book together with an adult or a sibling at least four times a week and record this in your reading record. You can read a book from school, from home or the local library. Remember to bring in your reading record each day so it can be checked by your teacher.Learn the spelling rule for the week and practice the spellings.Speak to your teacher for fun ways you can <u>practise</u> your spellings. <p>Remember a little bit each day makes a big difference!</p>
	<u>Maths</u>	Our focus in mathematics this term will build on their mathematical understanding through a variety of key topics. They will begin by deepening their knowledge of number and place value, developing confidence in working with larger numbers. This will be followed by a focus on addition and subtraction, where they will apply efficient methods to solve a range of problems. The children will also be introduced to decimals, learning how to understand and use them in practical contexts. In their measurement work, they will explore money, including calculating change and solving real-life problems. Additionally, they will learn to read and write Roman numerals, linking their <u>maths</u> learning with their history topic.	<ul style="list-style-type: none">Continue learning and <u>practising</u> your times tables facts using Times Tables <u>Rockstars</u>.Confident mathematicians are able to recall key mathematical facts quickly.Use your <u>maths</u> knowledge every day! <u>Practise</u> counting in 2s, 3s, 5s and 10sTop tip: Next time you go shopping with your parents or <u>carers</u>, choose two items and try adding the prices together to find the total cost. You can do this in your head or write it down. Try this a few times with different items and challenge yourself to work out the change from £5 or £10 too!
	Our topic work	During this term, in science, most pupils will be able to sort living things into groups and identify the key characteristics that make them living organisms. They will learn to generate and explore questions about animals, observe similarities and differences between vertebrates, and <u>recognise</u> the main vertebrate groups. Pupils will also begin to understand how their actions can positively impact the local environment and identify dangers to wildlife both locally and globally. They will name some endangered species, create simple classification keys, and	<ul style="list-style-type: none">Complete your topic-based homework each week to build on the knowledge and skills gained from your learning in the classroom. While a general suggestion has been given on how to complete the homework, you can present your work as creatively as you want.Use your Knowledge <u>Organiser</u>, the internet or visit the local library to research our topic and make notes about what you have found out.Remember to put 'for children' after your search and use safe search

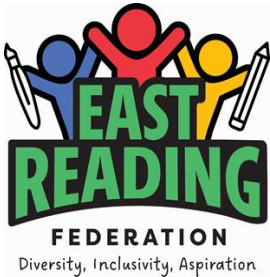






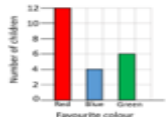
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Primary School

Our Class Expectations

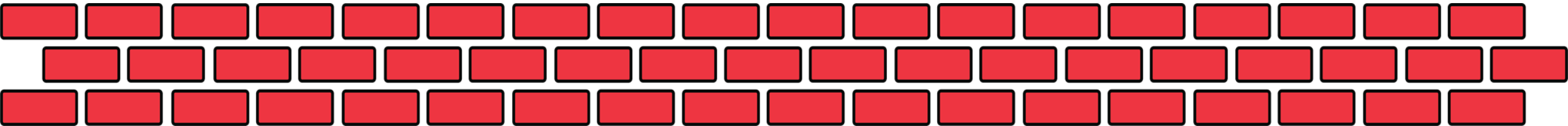
Every day	<ul style="list-style-type: none">• Arrive at school on time, ready to learn• Wear the correct uniform• Take responsibility for my things such as a water bottle, reading book, bag and coat• Have a positive attitude to learning!
Every week	<ul style="list-style-type: none">• Complete my homework by the due date in my homework book• Read at home at least five times a week and record this using my reading record• Practise my spellings and learn the spelling rule, ready for my spelling test on Friday• Wear my PE kit on the correct days (Year 4 every Friday)



Homework

Due Date	Topic based skills homework	Spellings	Maths															
Week beginning 8 th September Homework due Wednesday 17 th September	<u>Lifeskills</u> Get ready for the week ahead. Try to do as many tasks independently as you can <ul style="list-style-type: none">• Check your water bottle is filled with fresh water• Label all items – especially items of clothing you can remove e.g. jumpers, hats and coats• Pack your reading record and hive book. These need to be in school every day.• Come dressed in your PE kit and trainers every Friday. Ensure it is the correct PE uniform. Black or gray tracksuit, plain white or yellow polo shirt and black trainers.	List 1 Your child will be told if they need to learn Group 1 or Group 2 spellings	TT <u>Rockstars</u> expectation — 3x 10min. 3 × 2 1) How many boys went to the park at the weekend? <table border="1"><tr><th></th><th>Girls</th><th>Boys</th></tr><tr><td>Saturday</td><td>52</td><td>46</td></tr><tr><td>Sunday</td><td>37</td><td>35</td></tr></table> 2) How many more goals did Alex score than Jack? <table border="1"><tr><th>Name</th><th>Goals scored</th></tr><tr><td>Alex</td><td>●●●●●</td></tr><tr><td>Jack</td><td>●●</td></tr></table> <div>Key ● = 2 goals</div> 3) Which type of angle is this?  4) What is 32 divided by 8?		Girls	Boys	Saturday	52	46	Sunday	37	35	Name	Goals scored	Alex	●●●●●	Jack	●●
	Girls	Boys																
Saturday	52	46																
Sunday	37	35																
Name	Goals scored																	
Alex	●●●●●																	
Jack	●●																	
Week beginning 15 th September Homework due Wednesday 24 th September	English: Task: Choose an animal and write a short piece of information writing using these five question words to help you <u>organise</u> your ideas: <u>What</u> is the animal? (What does it look like? What makes it special?) <u>Where</u> does it live? (Habitat – country, climate, environment) <u>When</u> is it most active? (Day or night? Time of year?) <u>How</u> does it survive? (Food, movement, protection) <u>Why</u> is this animal important or interesting? (Fun facts, role in nature) Your writing should:	List 2 Your child will be told if they need to learn Group 1 or Group 2 spellings	TT <u>Rockstars</u> expectation — 3x 10min. 7 × 5 1) Write the number in numerals and words.  2) How many more children prefer red to blue?  <table border="1"><caption>Favourite colour</caption><thead><tr><th>Colour</th><th>Number of children</th></tr></thead><tbody><tr><td>Red</td><td>12</td></tr><tr><td>Blue</td><td>4</td></tr><tr><td>Green</td><td>6</td></tr></tbody></table> 3) Which type of lines meet at a right angle? 4) Calculate 400 g + 380 g	Colour	Number of children	Red	12	Blue	4	Green	6							
Colour	Number of children																	
Red	12																	
Blue	4																	
Green	6																	

The following pages show the homework for each week – topic/English based tasks, maths and spellings.



Reading Expectation

All children should be reading at home at least five times per week. Books should be brought into school every day.

Some questions to ask your child while reading together:

- Look at the front cover. What could the book be about?
- Who is the author?
- What is an illustrator? What do they do?
- What does that word mean? Read the words around it to help you figure it out (context)
- How can you read an unfamiliar word? Can you use your Fred talk and then blend?
- Who are the main characters in the story?
- What do you think will happen next?
- How do you think that character feels? Why? How would you feel in that situation?
- Can you predict how the book will end?
- Who is your favourite character? Why?
- Is there a hidden message in the story? What is it?
- Can you retell the story in your own words?
- Do you like how the story ended? Can you think of another way the book could have ended?

Parents/~~carers~~ should be signing reading records at least five times per week to show when reading has been done. Reading records should be brought into school every day.

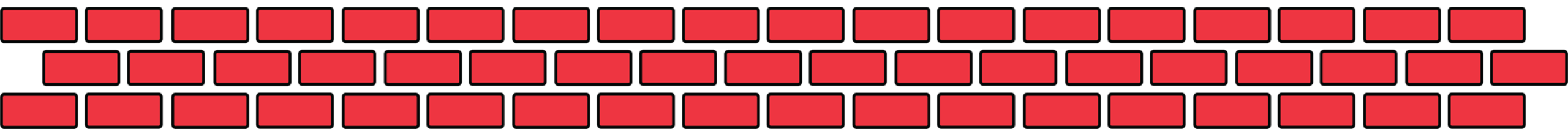
On-line Times Tables Challenge - TT ROCKSTARS

Having a really secure knowledge of times tables facts provides the foundation for the understanding of numerous mathematical concepts.

“TT ~~Rockstars~~” is a highly engaging, on line tool designed to help children progress with rapid recall of tables facts through regular questions tailored to their individual needs.

As part of the weekly homework there will be an expectation for children to spend regular time on TT ~~Rockstars~~ practising their times tables facts.

There is additional
information on reading
and Times-Table Rock
Stars

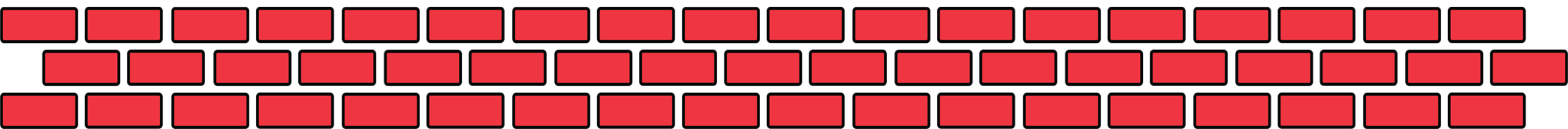


Spellings

Autumn Term 1 – Group 1						
Test Date: 12/9/25	Test Date: 19/9/25	Test Date: 26/9/25	Test Date: 3/10/25	Test Date: 10/10/25	Test Date: 17/10/25	Test Date: 23/10/25 (Thursday)
List 1	List 2	List 3	List 4	List 5	List 6	List 7
Words with /aw/ spelt augh and au	Adding the prefix in- (meaning 'not' or 'into')	Adding the prefix im- (before a root word starting with 'm' or 'p')	Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Homophones and near homophones	Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Statutory Year 3 and 4 words (all words in bold)
caught naughty taught daughter autumn clause cause astronaut applaud author	inactive incorrect inaccurate insecure indefinite incomplete infinite inedible inability indecisive	immature immeasurable impossible immortal imperfect impatient immovable impolite important improper	illegal illegible illogical illiterate illicit irregular irrelevant irresponsible irrational irresistible	medal meddle missed mist scene seen board bored which witch	division invasion confusion decision collision television revision erosion inclusion explosion	accident accidentally actual actually address although answer appear arrive believe

Autumn Term 1 – Group 2						
Test Date: 12/9/25	Test Date: 19/9/25	Test Date: 26/9/25	Test Date: 3/10/25	Test Date: 10/10/25	Test Date: 17/10/25	Test Date: 23/10/25 (Thursday)
List 1	List 2	List 3	List 4	List 5	List 6	List 7
The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words	The sounds /r/ spelt 'wr' at the beginning of words	The sound /s/ spelt 'c' before e, i and y	The sound /j/ spelt with '-dge' and '-ge' at the end of words	The sound /j/ often spelt with g before e, i and y The sound /j/ always spelt with 'j' before a, o and u	Year 2 Common Exception Words	Year 2 Common Exception Words
knock know knee knitting knife gnat gnaw gnash	write written knee wrong wrap wrist wreck wrestle	race ice cell city fancy face space bicycle	badge edge bridge dodge fudge age huge change	gem giant magic giraffe energy jacket jar jog	door floor poor because find kind mind behind	wild climb most only both old cold gold

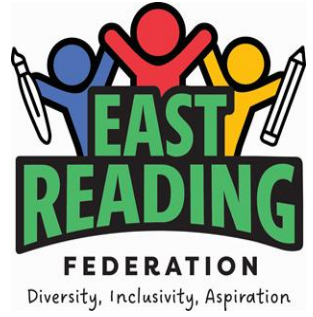
At the end of the document is a complete list of all the spellings for the term and the dates they will be checked.



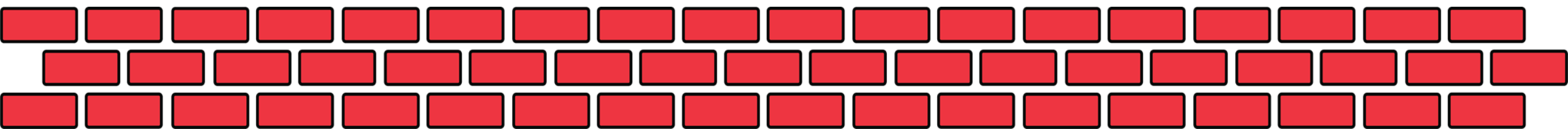


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Primary School

Year 5 children – Walking 'Home Alone'

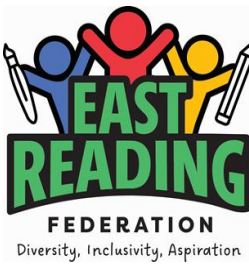


From Year 5, children have the option to walk home unaccompanied by an adult. If you would like your child to do so, please complete the required form and return to the school office as soon as possible. As a school we do need written permission from you before we can release the children to their own care - children will not be allowed to leave the school site alone based merely on verbal permission.





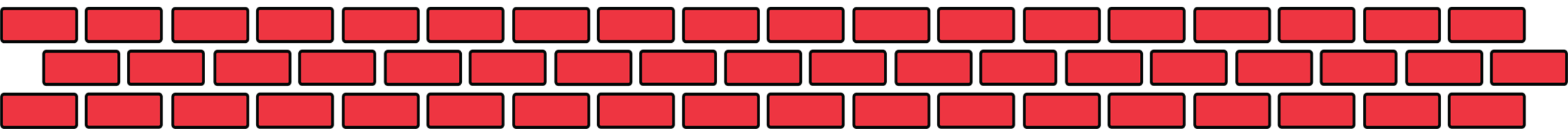
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NO MOBILE PHONES
See It, Hear It, Lose It!

Mobile phones in school

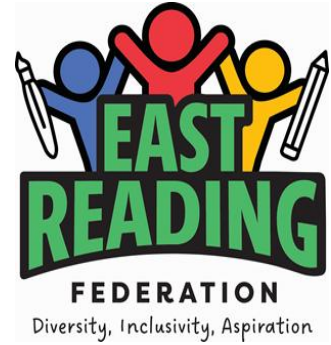
Year 5 children who walk home by themselves may feel safer carrying a mobile phone. If they do bring these to school, phones must be handed over to class teacher at the start of the day. They will then be kept in a secure place until the school day ends. At this point phones will be returned to the children.





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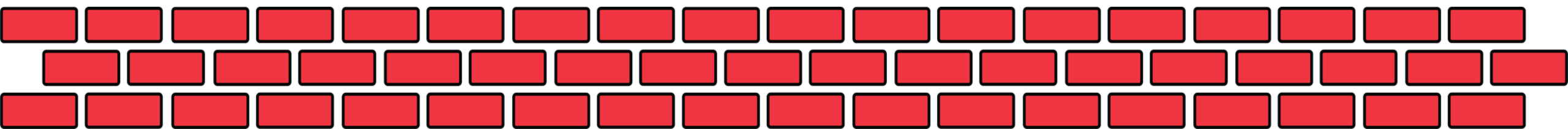
Medicines in school



Medicine Management



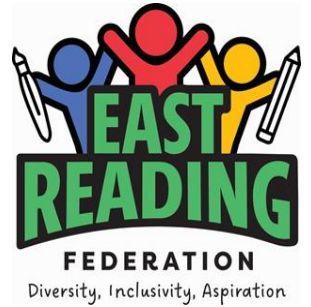
Just a quick reminder that teaching staff are unable to administer medicines in the classroom. If, for any reason, your child does need to take medication, we ask that these are left in the school office. You will then be required to complete a form giving the office team permission to administer as necessary. *The only exception to this would be on a school trip.*





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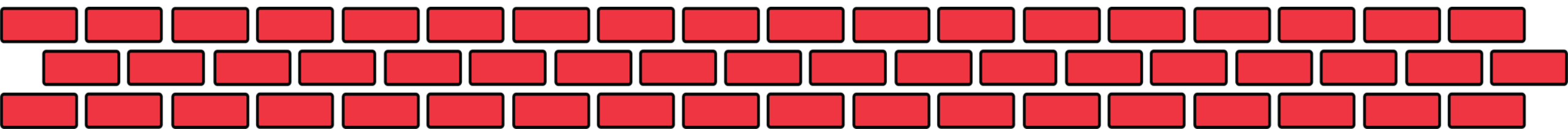
Life at school



The school office is the main point of communication for:

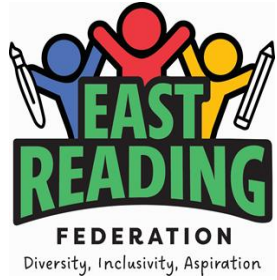
- Events
- Letters
- Changes in usual collection
- Illness reporting – attendance
- After School Childcare and Extra-Curricular Clubs

They can be contacted through: www.weduc.co.uk



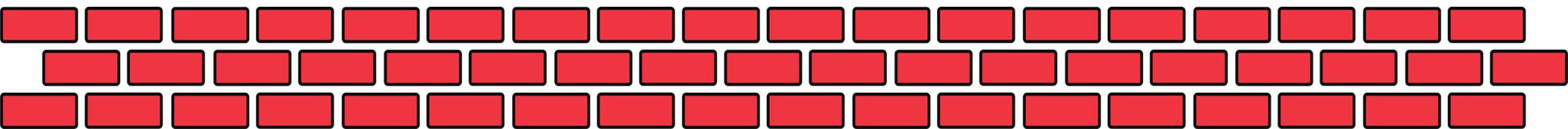


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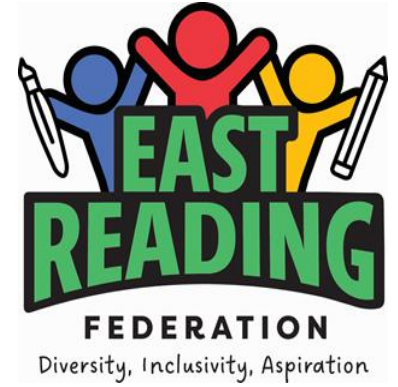
We now have some time for questions.

After going home today, should you think of any further questions about matters discussed this afternoon, please feel free to contact the staff through Weduc. We ask that you do make clear who you are writing to, as mail on Weduc can go to all staff members unless addressed directly to an individual.





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Thank you!
We look forward to seeing more of you all in the
coming weeks.

