# PIRTON SCHOOL

WELCOME TO FALCONS

Year 4 and 5





 Miss McDonald - Monday, Tuesday PM, Wednesday and Thursday

Mrs Marinho-Tuesday AM

Miss Dorsett- Friday

#### TEACHING SUPPORT STAFF

Mrs Scott-Teaching Assistant Miss Reilly-Teaching Assistant

#### TEACHER UPDATES

Miss McDonald will be teaching Falcons full time for the first half term. We have advertised the teaching position in Falcons and we are looking to recruit a teacher from October half term onwards.

All teachers are entitled to 10% release time for Planning, Preparation and Assessment. In addition, teachers with additional responsibilities for leadership receive additional release time. Miss Dorsett, who is a qualified teacher, has agreed that she will stay for the Autumn Term I and will teach Falcons every Friday to provide this release time for Miss McDonald.

We will provide you with any updates on this situation.

### CURRICULUM – THE EXCITING BIT!

Driver project	Invasion			
Science	Food and the Digestive system	Sound		
Art and design	Contrast and complement	Warp and Weft		
Design and technology	Fresh Food, Good Food			
Geography	Interconnected World			

### Falcons Timetable Autumn Term 1 2025

	Registration 8:40- 8:50 Morning task	9:15-10:15	Break 10:15- 10:35	10:35- 11:00	10:35-12:00	Lunch 12:00- 12:55	12:55-1:20	1:20-2:10	2:10- Home tin	
Monday	HT Assembly 9- 9:15	English		Guided Reading	Maths		Fluency	Science	PSHE	Reading
Tuesday MM AM LR PM	SM Assembly- 9- 9:15	Art/ DT		Spelling test	PE		Fluency	English	Maths	Reading
Wednesday	Class Home- Learning Presentations	English		Guided Reading	Maths		Spelling	Computing	RE	Reading
Thursday	Assembly- Music/ Spiritual 9- 9:15	English		Guided Reading	Maths		Spelling	History/ Geography	PE	Reading
Friday LD all day	Celebration Assembly 9- 9:15	English		Handwriting	Maths		Fluency	Music	French	Reading

#### **Term Dates**

#### Autumn Term 2025

Wednesday 3 <sup>rd</sup> September 2025	INSET DAY 1		
Thursday 4th September 2025	Term starts		
Friday 24 <sup>th</sup> October 2025	Term ends at 3.15pm (usual time)		
Monday 27th October - Friday 31st October 2025	Half term holiday		
Monday 3 <sup>rd</sup> November 2026	INSET DAY 2		
Tuesday 4 <sup>th</sup> November 2026	Term starts		
Thursday 18th December 2025	Term ends at 1.30pm		
Friday 19 <sup>th</sup> December 2025	OCCASSIONAL DAY – school closed		
Monday 22nd December 2025-Friday 2nd January 2026	Christmas holidays		

#### Spring Term 2026

Monday 5 <sup>th</sup> January 2026	INSET DAY 3		
Tuesday 6 <sup>th</sup> January 2026	Term starts		
Friday 13th February 2026	Term ends at 3.15pm (usual time)		
Monday 16th - Friday 20th February 2026	Half term holiday		
Monday 23 <sup>rd</sup> February 2026	Term starts		
Friday 27th March 2026	Term ends at 1.30pm		
Monday 30th March 2026 - Friday 10th April 2026	Easter holidays		

#### Summer Term 2026

Monday 13 <sup>th</sup> April 2026	INSET DAY 4		
Tuesday 14th April 2026	Term starts		
Monday 4 <sup>th</sup> May 2026	Bank holiday		
Friday 22nd May 2026	Term ends at 3.15pm (usual time)		
Monday 25th - Friday 29th May 2026	Half term holiday		
Monday 1st June 2026	Term starts		
Thursday 9 <sup>th</sup> July 2026	Transition Day (children visit new classes)		
Wednesday 22 <sup>nd</sup> July 2026	Term ends at 1.30pm		
Thursday 23rd July 2026	INSET DAY 5		

#### TERM DATES

# ATTENDANCE MATTERS!

Whilst children are unwell from time to time, we ask that you avoid other absences, especially for day trips and holidays. We urge you NOT to take your child out of school for holidays; these absences are always unauthorized and could result in a fixed penalty notice being issued for non-attendance. The minimum expectation for attendance is 95%, anything below this level is considered a concern. Thank you for your cooperation.

0 days absence	190 days in school	100% attendance		
10 days absence	180 days in school	95% attendance		
19 days absence	171 days in school	90% attendance		
29 days absence	161 days in school	85% attendance		
38 days absence	152 days in school	80% attendance		
47 days absence	143 days in school	75% attendance		

Attendance	Days absence	Weeks absence	Hours missed
95%	9 days	2 weeks	59 hours
90%	19 days	4 weeks	124 hours
85%	29 days	6 weeks	189 hours
80%	38 days	8 weeks	247 hours
75%	48 days	10 weeks	312 hours
70%	57 days	11.5 weeks	371 hours
65%	67 days	13.5 weeks	436 hours

## **UNIFORM**

Long hair needs to be tied back and no extreme haircuts. Hair bands and scrunchies should be simple and in the school colours.

Stud earrings can be worn but these need to be removed on PE days or covered with tape.

Black shoes or plain black trainers with no logos or colour. These must be entirely black. Boots are not allowed.

All children will need a pair of trainers for outside PE.

### PE KITS

Children's indoor and outdoor PE kits need to be school each day.

Watches/ earrings need to be removed.

#### **Indoor PE lessons**

A blue PE t-shirt with house colour/a sky blue t shirt (this needs to be a change of top) Blue/black shorts

#### **Outdoor PE lessons**

A blue PE t-shirt with house colour

Blue/black shorts or jogging bottoms (no leggings)

A navy-blue jumper or fleece

**Trainers** 

#### HOME LEARNING

SET EVERY
THURSDAY
AND
RETURNED ON
THE
FOLLOWING
TUESDAY

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
Reading	Reading ideally daily and at least four times a week (see Reading Policy with Parent Partnership for further details)							
Re						workshe	ling skills eet including rehension	
Speaking and Listening	Over the school year, each child will be asked to give a presentation to their peers. These will start after October half term. These presentations will be shared in a weekly assembly to the child's class. In the first half term we will model and teach the skills to support children to prepare these presentations. The audience will be expected to listen and ask relevant questions.							
Maths	Practical Maths activity linked to learning in class (large scrapbook provided for informal recording)	Maths activity linked to learning in class eg. number bonds/number investigations (large scrapbook provided for informal recording)	Maths activity linked to learning in class eg. number bonds/number investigations		es Rock Stars i three times vorksheet	per week Rea style	y and at least asoning questions rksheet	
Phonics/Spelling	Phonics/Spelling Game linked to learning in class (large scrapbook	Phonics/Spelling Activity linked to learning in class (large scrapbook	Spellings to be practised and tested linked to a spelling/ phonics pattern	Spellings	s to be practise spelling unit		_	
Phonics	provided for informal recording)	provided for informal recording)	that has been taught.	Differentiated Spelling, Punctuation and Grammar worksheet			ation and	

# HOME-LEARNING PRESENTATION DATES

Logan
Olivers
Lincoln
Izzy
Leila
Eddie
Renzo
Darcie
Alex
George
Olivia S
Archie
Sehren
Alberto
Kyle
Freddie
Ziggy
Edmund
Audrey
Lottie
Grace
Aryan
Elliott
India and Theo
Olivia F and Poppy
Marley
Eliza and Jack

#### MULTIPLICATION

Multiplication is a key life skill that helps children understand number patterns, solve problems quickly, and build strong foundations for more advanced maths like division, fractions and algebra. Learning up to  $12 \times 12$  supports everyday tasks such as shopping, cooking, and time management. Children are expected to be able to recall all multiplication facts up to  $12 \times 12$  by the end of Year 4. With confident times tables knowledge, children can approach all areas of maths with greater ease and success.

At the end of Year 4, children will sit a multiplication check. On Thursday 6<sup>th</sup> November, parents are invited to join a multiplication information meeting after school.

#### MULTIPLICATION-HOW YOU CAN HELP

Times Tables Rockstars – all children have a login

Purple Mash – there are lots of games available on here and children have logins for this

I-Minute Maths by White Rose – this is a free app which can be downloaded and uses characters the children will be familiar with from their learning at school

Hit the Button - Quick fire maths practise for 6-11 year olds - a free game which can played in a variety of ways

Top Marks – a website which has many different games

Flash cards – these can be downloaded from here for free https://www.totcards.com/free-times-table-flashcards.html

Counting objects as multiples – e.g. counting out pairs of socks but each sock is a multiple of 7

Multiplication songs – there are many available on YouTube set to pop songs

Try to make sessions short and fun!

#### READING - PARENT PARTNERSHIP

- I. Build reading into your child's daily routine: read every day.
- 2. Be a great reading partner with your child!
- 3. Bring books everywhere.
- 4. Be enthusiastic!
- 5. Use technology together.

### GUIDANCE FOR READING RECORDS



We ask that parents to make at least three entries a week, however we encourage children to read daily at home.



In addition, we encourage other books and texts to be read to and by children for example books at home, comics, recipes, leaflets, poems.



All children also have access to our library where they can choose a book for pleasure.

#### FREE READERS

- Children require a rich diet of different texts to develop different skills.
- Some texts on the later part of the colour scheme are more challenging for children than texts such as 'Diary of a Wimpy Kid'.
- Children can have a book of pleasure, as well as a book to develop their reading skills.
- We may suggest different texts including books from coloured bands.

We want children to enjoy reading but they do need to read a range of genres if they are to get to age related expectations at the end of the year and they must read regularly.

We are happy for children to record their own reading but would like a parent to show that they have heard their child read at least once a week.

When children record that they have read, they should write 1-2 sentences that give us some evidence of their reading; something along the following lines:

p17-35: I am really enjoying this book so far and love the character Holly, because she is brave and sparky. She doesn't get on well with her brother Theo though!

p23-29: On these pages, I discovered that a pig cannot look up at the sky and a crocodile cannot stick out its tongue.

p163-170: This chapter finished on a real cliff hanger. I can't wait to find out what was in the box and why it is so important.

#### **GUIDANCE FOR READING RECORDS**

#### Recording comments in the reading record

We ask that all adults, at school or at home, include the name of the text and the pages that were read.

Adults in school will always write in green pen.

Filling in the word boxes at the bottom of the pages will greatly support your child's reading development. These consist of:

- New sounds I have spotted (e.g. night rain)
- Tricky words, or words to practise
- Tricky words or new words I have learned

#### TYPES OF READING COMMENTS

- Jack read this book without any support.
- Jack read this book/page with expression and meaning.
  - We talked about the meaning of the word

 Jack could use inference to work out why the character reacted.

#### COMMUNICATION

There is an adult will be on the playground each morning to collect any messages. The planned pattern is:

Mondays – Mrs Magdeburg

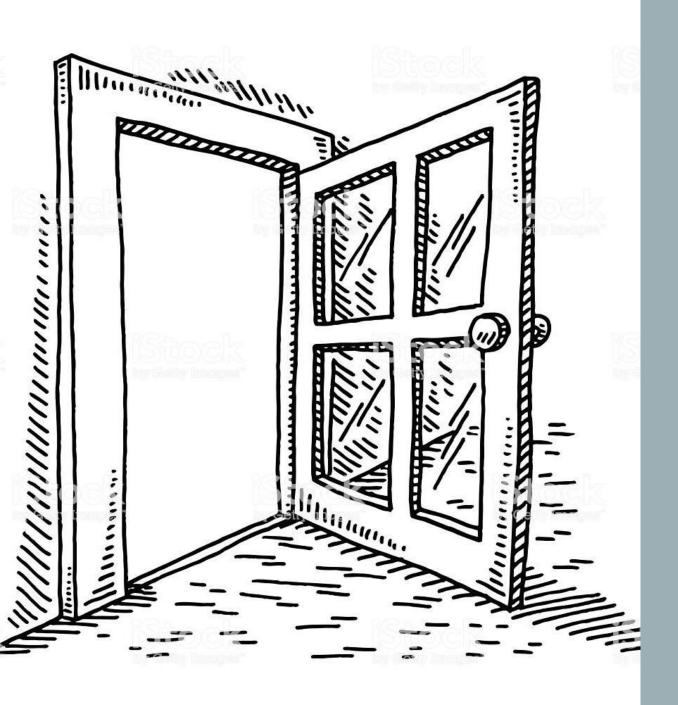
Tuesdays – Mrs Magdeburg

Wednesdays – Different class teachers

Thursdays – Mrs Magdeburg

Fridays – Mrs Bailey (SENCO) and Miss McDonald

Alternatively, an email can be sent to the office <u>admin@pirton.herts.sch.uk</u> account, or a conversation can be held after school.



OPEN DOOR COMMUNICATION

# QUESTIONS?

Thank you for joining us today.