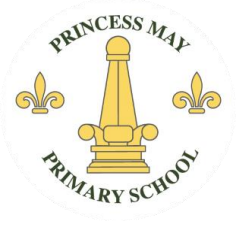


Princess May Primary School

Year 4 Parents' Meeting



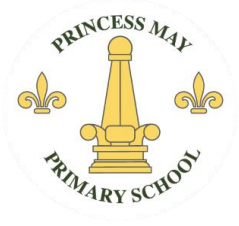


Welcome to Year 4



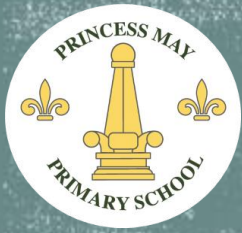
- In Year 4, we provide a safe, caring and stimulating environment in their second year of key stage 2.





Year 4 Team





Our Curriculum

- At Princess May Primary School, we provide pupils with a global curriculum based on knowledge and skills that is relevant for the 21st century. These skills are critically important for future success. We believe that global learning helps pupils make sense of the increasingly complex and rapidly changing world in which they live. Our curriculum enables pupils to think critically about world issues and to develop an awareness of the impact our own actions can have on others.
- World Leaders have committed to the **Sustainable Development Goals**. They consist of 17 goals to achieve 3 extraordinary things by 2030: ***to end extreme poverty, fight inequality and injustice, and tackle climate change.***





What your child will learn in Year 4



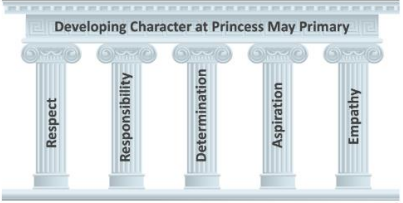

Princess May Primary Year 4 Overview





Subject	Discover		Explore		Create	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Global Themes	We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.					
						
	Project Outcome: Mini-Parliament debate		Project Outcome: Support for survivors of war and conflict		Project Outcome: Sustainable enterprise	

Year 4's changemaker focus is **Artists with impact**.

We learn about Frida Kahlo and Leonardo da Vinci and the impact they have had on our world.



Personal Development	Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our five pillars of character.		We use the 'Agents' to reflect on our learning behaviours and develop a Growth Mindset.	
				

Oracy	Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children through talk and to talk. We focus on teaching the following skills across the curriculum areas:				
	Physical		Linguistic		Cognitive
	With guidance, use posture and gesture to engage an audience. Understand importance of tone of voice and projection		Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions		Explain reasoning using a range of conjunctions e.g. because, but, so. Ask relevant questions and summarise the answer
					
					Social & Emotional
					Demonstrate active listening by responding to the speaker. Manage a talk task independently e.g. chaired discussion
					

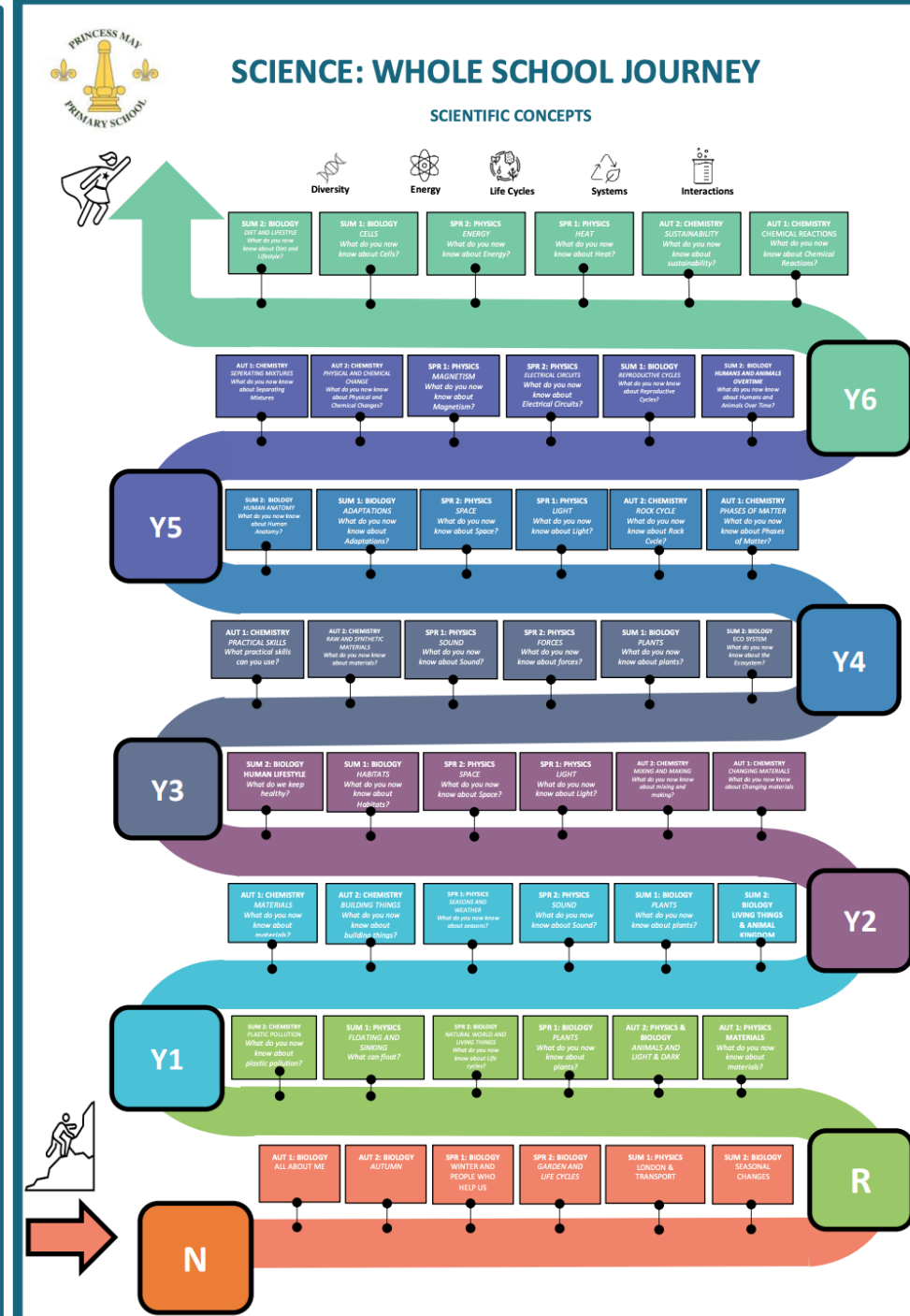
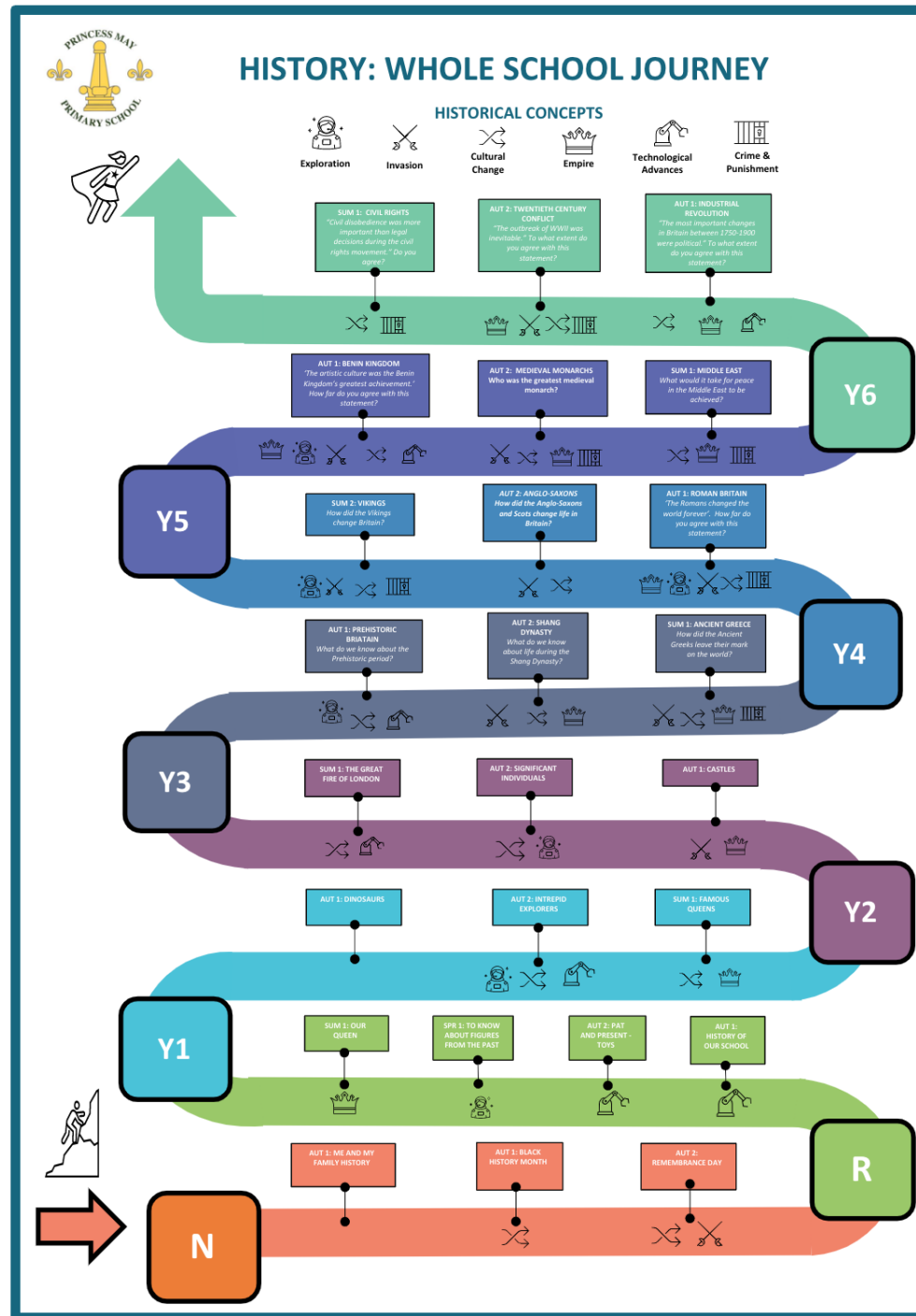
Year 4	Discover		Explore		Create	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading (Destination Reader)	An individual strategy is taught weekly: The undefeated by Kwame Alexander	An individual strategy is taught weekly: The Humans by Jonny Marx and Charlie Davis	An individual strategy is taught weekly: Varjak Paw by S. F. Said	An individual strategy is taught weekly: The Polar Bear Explorers' Club by Alex Bell	An individual strategy is taught weekly: Viking Voyages by Jack Tite	An individual strategy is taught weekly: The Lion, The Witch and The Wardrobe by CS Lewis
Writing (Literacy Tree)	The Iron Man by Ted Hughes and Laura Carlin, Tar Beach by Faith Ringgold	Winter's Child by Angela McAllister and Grahame Smith Varmints by Helen Ward and Marc Craste	FATHER by Grahame Baker Smith Until I Met Dudley by Roger McGough and Chris Riddell	Shackleton's Journey by William Grill, Rabbits by John Marsden and Shaun Tan	Odd and the Frost Giants by Neil Gaiman and Chris Riddell, The Matchbox Diary by Paul Fleischman	The Lion, The Witch and The Wardrobe by CS Lewis
Maths (Maths Mastery)	Reasoning with large numbers Addition and Subtraction	Multiplication and division Discrete and continuous data	To tell and write the time from an analogue clock and 12-hour and 24-hour clocks/ Securing multiplication facts/ Fractions/ Time	Decimals Area and Perimeter	Solving measures and money problems Shape and symmetry	Position and direction Reasoning with patterns and sequences/ 3-D shape
Science (Reachout)	Chemistry: Phases of Matter	Chemistry: Rock Cycle	Physics: Optics, Mirrors and Light	Physics: Space	Biology: Adaptations	Biology: Human Anatomy
Humanities (Reachout)	History: Roman Britain	History: Anglo-Saxons and Scots	Geography: Rivers	Geography: Migration	History: Vikings	Geography: Natural Resources
Computing (Kapow)	Online safety	Further coding with Scratch	Investigating weather	Website design	Computational thinking	HTML
Art (Kapow)	Formal elements of art- Texture and pattern	Art & Design Skills	Every picture tells a story	Arts and Minds Wellbeing Project	Sculpture	Whole Art School Project
DT (Kapow)	Cooking and Nutrition: Adapting a Recipe	Mechanisms: Slingshot Cars	Structures: Pavilions	Textiles: Fastenings	Electrical Systems: Torches	Digital World: Mindful Moments Timer
Music (Charanga)	Mumma Mial	Glockenspiel Stage 2	Stop!	Lean on Me	Black Bird	Reflect, Rewind and Replay
RE (Hackney Agreed Syllabus)	What is worship? Why is it important for believers?	What is it like to be a Christian?	How is the Bible important for Christians today?	Why is the Qur'an special to Muslims?	What role does food play within religions?	How do beliefs and faith have an impact on people's
Spanish (Specialist)	Revision, months and dates Seasons	Ask for and say your birthday ¿Qué tiempo hace? festivals including Christmas	Shapes and colours, prepositions of place, respond to photos	Parts of the body, facial features, create own picture descriptions	Nouns for family members, respond to family photos, Describing hair & eyes	Telling simple stories, The Giant Turnip, describing a family (own/other)
PSHE and Wellbeing (Kapow)	Ground Rules; Family and Relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition
PE (GetSet4PE)	Fitness Swimming	Yoga Swimming	OAA Swimming	Fitness Swimming	Yoga Swimming	OAA Swimming

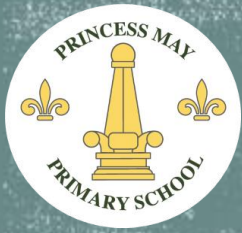




Sequence of learning

At Princess May, each subject has been carefully sequenced from the Nursery to Year 4. Pupils can develop a deep body of knowledge whilst building on prior knowledge.

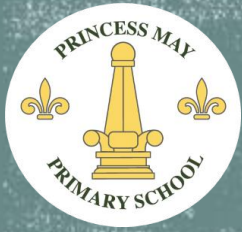




Specialist Teaching

- Weekly Music lesson with a specialist Music Teacher
- Weekly swimming lesson at Clissold Leisure Centre
- Weekly Spanish lesson with specialist Spanish teacher – Mrs Hanley

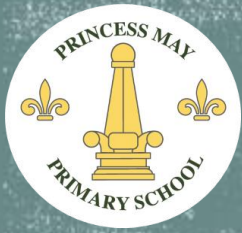




Daily routine

Year 4 Weekly Timetable													
	8:55-9:00	9:00-10:00	10:00-11:00	11:00-11:15	11:15-11:30	11:30-12:00	12:00-12:30	12:30-13:30	13:30-13:45	13:45-14:40	14:45-15:25	15:25-15:30	
Monday	Registration	Destination Reader	Maths	Whole school Assembly	B	Writing	Lunch	Swimming			Writing		Hometime
Tuesday	Registration	Library	Maths	Circle time	R	Music		Club	Story time	R.E	DT		
Wednesday	Registration	Destination Reader	Maths	Circle time	R	Art		N	Story time	Spanish	Music		
Thursday	Registration	Destination Reader	Humanities	Whole school Assembly	A	Writing		C	Story time	Science		PSHE	
Friday	Registration	Comprehension	Maths (CJ)	Whole school Assembly	K	Writing		H	Story time	Computing	Spelling test	Green time	





Term Dates

2023/24 - starting September 2023

Autumn term

Start of term

Wednesday 6 September 2023

Half term

Monday 23 October - Friday 27 October 2023

End of term

Thursday 21 December 2023

Total days: 35 + 39 = 74

Spring term

Start of term

Monday 8 January 2024

Half term

Monday 12 February - Friday 16 February 2024

End of term

Thursday 28 March 2024

Total days: 25 + 29 = 54

Summer term

Start of term

Monday 15 April 2024

Half term

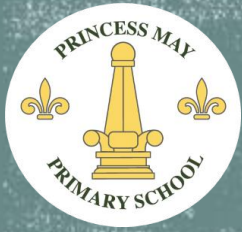
Monday 27 May - Friday 31 May 2024

End of term

Wednesday 24 July 2024

Total days: 29 + 38 = 67





Monitoring your child's progress

- Parents' Evenings
- Parent workshops
- Termly Assessments
- Half termly Parent Curriculum Maps
- End of Year report
- School website and Twitter
- Talk to class teacher





Parent Curriculum Maps

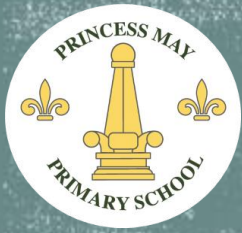
You can support your child by discussing their previous learning and practicing the key vocabulary. This will be sent home every half term.

Year 4 CURRICULUM LEAFLET CREATE—AUTUMN 1			
GLOBAL GOALS 10 years of sustainable development goals 15 years of sustainable development goals			
READING Children will begin to read The Undeclared by George Bernard Shaw. We will be combining their given writing evidence from the text to create a new understanding. The children will also develop their fluency skills to increase their speed and accuracy of what they read.	WRITING Using The Iron Man, the children will explore their writing skills around a main character. Children will develop the skill based writing through the creation of newspaper articles. They will then write character descriptions and write to role to support them in solving the problem as a real solution.	MATHS Review Place learning: • Place value • Multiplication with large numbers • Addition and subtraction	
RE/ PSHE RE: What is worship? Why is it important for believers? PSHE: We will focus on family and relationships this term, thinking about how we can maintain these and why they are important.	PE/COMPUTING Physical Education: In P.E. year 4 will have an exciting lesson a week. They are learning how to swim 25 metres. Computing: Our unit is cybersecurity this term. We will be looking at how to stay safe when using the internet, creating avatars and creating our own web pages.	SPANISH/MUSIC Spanish: We will be learning months, days and seasons in Spanish. Music: We will be learning different musical skills to learn and perform songs and music from tomorrow.	ART/ DT Art: We will be learning about painting to develop awareness of proportion, composition and pattern in drawing. DT: We will be adapting an recipe or one about that we have designed.

Year 4 HISTORY AUTUMN 1 ROMAN BRITAIN		
PRIOR KNOWLEDGE	NEW KNOWLEDGE	KEY IDEAS AND VOCABULARY
Previously in Year 3: <ul style="list-style-type: none"> Prehistoric Britain - I have learnt about how Britain's first civilisations lived. Ancient Greece - I have learnt how the Ancient Greeks lived, understanding the similarities and differences with our lives today. 	During this unit, I will learn: <ul style="list-style-type: none"> How did the Roman Empire become so successful? How did the Romans conquer Britain? Why did the Romans build a wall against the barbarians? How did the Romans change Britain? What did the Romans believe? Why did the Romans leave Britain? 	Amphitheatre: A circular building that was used for entertainment and sports. Aqueduct: A structure that carried water across a valley to towns, farmland or factories. Barbarian: A person who is not a Roman or a Greek. Cavalryman: A Roman soldier on horseback, usually in charge of a group of soldiers. Citizen: A member of the Roman people. Only men were allowed to be citizens. Gladiator: A person who is in charge of security or a soldier. Gladiator: A person who is in charge of security or a soldier. Gladiator: A person who is in charge of security or a soldier.
FUTURE KNOWLEDGE Later in Year 5: <ul style="list-style-type: none"> British Kingdom 		Gladiator: A person who is in charge of security or a soldier.

Year 4 SCIENCE AUTUMN 1 PHASES OF MATTER		
PRIOR KNOWLEDGE	NEW KNOWLEDGE	KEY IDEAS AND VOCABULARY
Previously in Year 3: <ul style="list-style-type: none"> I have learnt about different materials and their properties. I have learnt how materials can change. 	During this unit, I will learn: <ul style="list-style-type: none"> What are the properties of solids, liquids and gases? How do particles behave inside of solids, liquids and gases? What happens when you heat or cool each state of matter? What are changes of state and why do they take place? How can we measure the melting and boiling points of a substance? Which substances do not fit into one state of matter? 	Solid: A state of matter where the particles are very close together and in a regular pattern. They keep a fixed shape. Liquid: A state of matter where the particles are close together but in a random arrangement. The particles can slide past each other. Gas: A state of matter where the particles are far apart from each other and in a random arrangement. Freezing: The process where a state of matter moves from a solid state to a liquid state as particles are heated. Boiling: The process where a state of matter moves from a liquid state to a gas state as particles are heated. Condensing: The process where a state of matter moves from a gas state to a liquid state as particles are cooled. Particles: The smallest part of a substance.
FUTURE KNOWLEDGE Later in Year 5: <ul style="list-style-type: none"> I will learn about physical and chemical changes. 	SCIENTIFIC ENQUIRY During this unit, I will learn: <ul style="list-style-type: none"> To ask relevant questions. To make careful observations and record my results. To classify my results. To deliver an oral report on my findings. 	



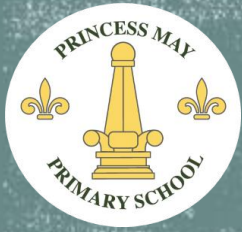


Multiplication Timetable Check

Multiplication tables check

Schools should administer the [multiplication tables check](#) within the 3-week period from Monday 6 June 2022.

1 $1 \times 1 = 1$ $1 \times 2 = 2$ $1 \times 3 = 3$ $1 \times 4 = 4$ $1 \times 5 = 5$ $1 \times 6 = 6$ $1 \times 7 = 7$ $1 \times 8 = 8$ $1 \times 9 = 9$ $1 \times 10 = 10$	2 $2 \times 1 = 2$ $2 \times 2 = 4$ $2 \times 3 = 6$ $2 \times 4 = 8$ $2 \times 5 = 10$ $2 \times 6 = 12$ $2 \times 7 = 14$ $2 \times 8 = 16$ $2 \times 9 = 18$ $2 \times 10 = 20$	3 $3 \times 1 = 3$ $3 \times 2 = 6$ $3 \times 3 = 9$ $3 \times 4 = 12$ $3 \times 5 = 15$ $3 \times 6 = 18$ $3 \times 7 = 21$ $3 \times 8 = 24$ $3 \times 9 = 27$ $3 \times 10 = 30$	4 $4 \times 1 = 4$ $4 \times 2 = 8$ $4 \times 3 = 12$ $4 \times 4 = 16$ $4 \times 5 = 20$ $4 \times 6 = 24$ $4 \times 7 = 28$ $4 \times 8 = 32$ $4 \times 9 = 36$ $4 \times 10 = 40$	5 $5 \times 1 = 5$ $5 \times 2 = 10$ $5 \times 3 = 15$ $5 \times 4 = 20$ $5 \times 5 = 25$ $5 \times 6 = 30$ $5 \times 7 = 35$ $5 \times 8 = 40$ $5 \times 9 = 45$ $5 \times 10 = 50$
6 $6 \times 1 = 6$ $6 \times 2 = 12$ $6 \times 3 = 18$ $6 \times 4 = 24$ $6 \times 5 = 30$ $6 \times 6 = 36$ $6 \times 7 = 42$ $6 \times 8 = 48$ $6 \times 9 = 54$ $6 \times 10 = 60$	7 $7 \times 1 = 7$ $7 \times 2 = 14$ $7 \times 3 = 21$ $7 \times 4 = 28$ $7 \times 5 = 35$ $7 \times 6 = 42$ $7 \times 7 = 49$ $7 \times 8 = 56$ $7 \times 9 = 63$ $7 \times 10 = 70$	8 $8 \times 1 = 8$ $8 \times 2 = 16$ $8 \times 3 = 24$ $8 \times 4 = 32$ $8 \times 5 = 40$ $8 \times 6 = 48$ $8 \times 7 = 56$ $8 \times 8 = 64$ $8 \times 9 = 72$ $8 \times 10 = 80$	9 $9 \times 1 = 9$ $9 \times 2 = 18$ $9 \times 3 = 27$ $9 \times 4 = 36$ $9 \times 5 = 45$ $9 \times 6 = 54$ $9 \times 7 = 63$ $9 \times 8 = 72$ $9 \times 9 = 81$ $9 \times 10 = 90$	10 $10 \times 1 = 10$ $10 \times 2 = 20$ $10 \times 3 = 30$ $10 \times 4 = 40$ $10 \times 5 = 50$ $10 \times 6 = 60$ $10 \times 7 = 70$ $10 \times 8 = 80$ $10 \times 9 = 90$ $10 \times 10 = 100$



Extra support

Children working above or below expectation will have their needs addressed through differentiated daily lessons or targeted support. These may include additional adult intervention, focused group work, one-to-one teaching and booster sessions.

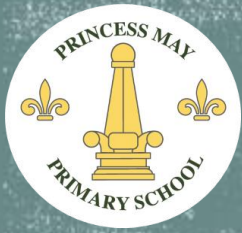




Working in partnership

- Working in partnership with parents has a positive impact upon children's learning and development.
- We value your involvement in your child's education.

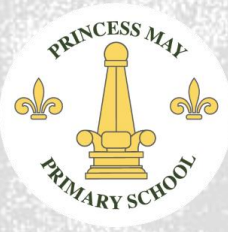




How can you support your child with their learning?

- Reading with your child daily
- Daily shared learning
"What did you learn today?"
- Providing a quiet place to study (away from any distractions)





Home Reading

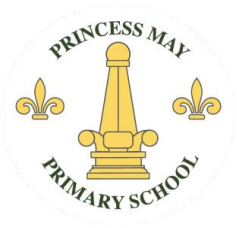
Being involved with your child's reading at home is very important. This can be hearing them read as well as asking them about the book that they are reading. It can also simply be sharing and enjoying a book.

Listen to them read and ask questions:

- *Who did...?*
- *What happened next...?*
- *When did?*
- *Why do you think the author used that word?*
- *What do you think will happen? Why?*

Join the local library, encourage enjoyment of reading. Make time for YOURSELF to enjoy reading – children who see their parents read tend to have a more positive view of reading.





Reading

- **Bring Book Bag daily into school.**
- **Read with your child daily.**
- **More practice the better they will become!**



Book Bag





Homework

Pupils will get homework packs. Pupils will bring this book to school each Friday and we will go through the answers together in class.

Expectations

- Reading activity
- Maths arithmetic activity
- Weekly spellings
- Reading daily (at least 15 minutes) + update reading journal

If your child finds any homework activities tricky, we will have a weekly homework club to support your child.





Timetable Rockstars

- Pupils all have a unique login for times tables practise platform TTRockStars . We can't stress enough how important children knowing their timetables and related facts is, so please encourage your children to use this platform to practise them






Weekly Spellings



- Pupils all have a unique login for a spelling platform. Each week children are set a list of spelling to learn and can practise these in a variety of ways using the EdShed Spelling platform.

<div>  <div> Princess May Primary School Year 4 Spellings Stage 4 Autumn Term 1 </div> </div>					
List 1	List 2	List 3	List 4	List 5	List 6
Week 1 Test	Week 2 Test	Week 3 Test	Week 4 Test	Week 5 Test	Week 6 Test
<i>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</i>	<i>The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'</i>	<i>The prefixes il-, im- and -ir</i>	<i>The prefix 'sub-' which means under or below.</i>	<i>The prefix 'inter-' means between, amongst or during.</i>	<i>Challenge Words.</i>
accept except knot not peace piece plain plane weather whether	inactive incorrect invisible insecure inflexible indefinite inelegant incurable inability inadequate	illegal illegible immature immortal impossible impatient imperfect irregular irrelevant irresponsible	submarine subject subway submerge subtropical subdivide subheading substandard subtitle submit	interact intercity international interfere interview intercept intercom internet interchange interface	calendar appear believe grammar increase interest opposite straight strength women
Challenge words	Challenge words	Challenge words	Challenge words	Challenge words	Challenge words
<i>Your teacher will select two challenge words from your curriculum!</i>	<i>Your teacher will select two challenge words from your curriculum!</i>	<i>Your teacher will select two challenge words from your curriculum!</i>	<i>Your teacher will select two challenge words from your curriculum!</i>	<i>Your teacher will select two challenge words from your curriculum!</i>	<i>Your teacher will select two challenge words from your curriculum!</i>

<https://www.edshed.com/en-gb/login>





School uniform



School Jumper



School Cardigan



White Collared Shirt –
No polo shirts



Grey school trousers



Grey school skirt



Grey school shorts



Summer Dress



School Tie



Plain black shoes - no high-top boots or trainers





PE Kit



School uniform

School uniform is an important part of a school's identity. It reinforces who we are as a community and helps allow our children to feel pride in their school. It also ensures that our children are not put under any pressure because of the type of clothes they wear and ensures they are treated equally.

EXPECTATIONS

- It is Princess May Primary School expectation that each child wears their full school uniform, including a tie, every day.

SUPPLIERS

- Rough Cut Casuals is our uniform supplier and you can purchase school uniform at the store or online.
- Rough Cut Casuals – **16 Chapel Market, London, N1 9EZ**

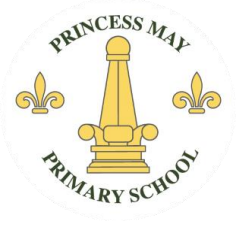




School Lunches

- At lunchtime, your child can have a packed lunch prepared at home and brought into school, or a school dinner.
- You may decide that your child will have a healthy packed lunch which is prepared at home. Please note that our school is a 'nut free' zone which means that all types of nuts are banned. Also note that fizzy drinks/sweets/chocolate are not allowed.
- We encourage children to bring in a labelled water bottle daily.





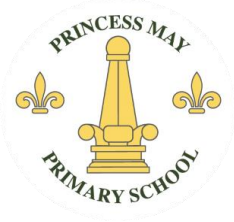
Free School Meals

- All pupils are now entitled to free school meals
- If your child has a packed lunch, encourage them to try a school lunch!
- However, if you are eligible for free school meals, please still apply!

If you are eligible, you will be entitled to the following benefits:-

- Free school lunch
- E-voucher per child, during school holidays
- Free or discounted spaces at some school holiday playschemes
- £100 uniform grant before your child transitions to Secondary School





Breakfast and After School Club

You can find this information on our school website

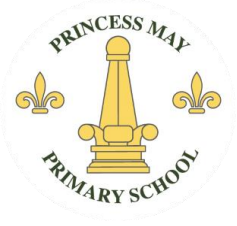
Breakfast Club

- Breakfast Club is open daily between **7.45am - 8.55am** and costs £3 per session. Payment should be made via ParentPay.
- The pupils enjoy a healthy breakfast, followed by activities. If you are interested, please complete the form.
- [Click here to Register for Breakfast Club:](#) [Breakfast Club Form](#)

After School

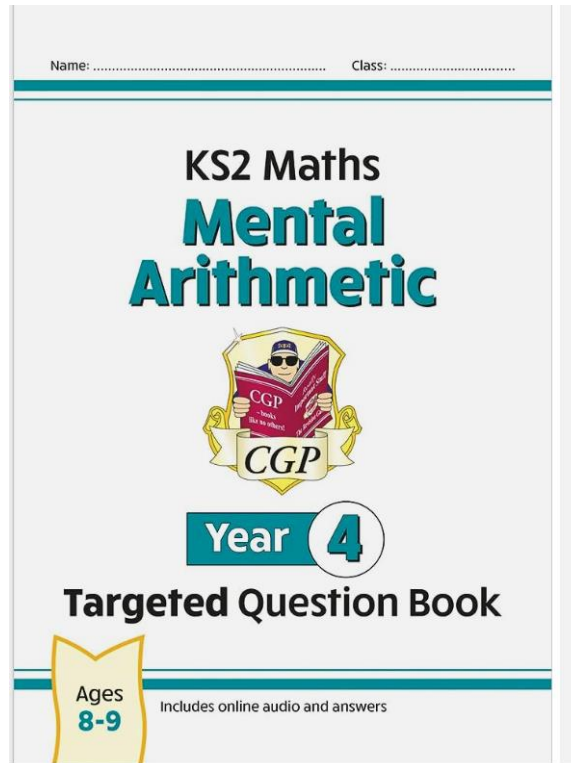
- After School Club is designed to be a place where children enjoy learning in a stimulating, caring atmosphere and develop confidence or gain new skills.
- **After School Club** is available every day between **3.30pm - 4.45pm** for children from Reception to Year 6 and cost £3 per session. Payment should be made via ParentPay.
- Children are supervised at all times until the end of club. Please provide your child with a small, healthy snack. If you are late to collect your child, you will be charged a late fee of **£3** for every 5 minutes you are late.
- [Click here to Register for After School Club:](#) [After School Club Form](#)





Boosters

- There will be weekly boosters on Tuesdays. If your child has been chosen to take part in booster, you will be given a letter in the coming weeks.





We would like to remove all cash and cheques from school, please help us to achieve this. You can now pay online or take cash into your local PayPoint store.

You will be sent an 'activation letter' in English which contains details to allow you to start using the ParentPay website. If you want to use PayPoint please contact the school they will order you a PayPoint card.

On the letter you will see:

USERNAME: your username **PASSWORD:** your password

If you have lost this or haven't received it please contact your school for a copy - then follow these steps:

1. Go onto the Internet and find www.parentpay.com
2. The Account Login box is in the top right corner of the screen
3. Enter the **USERNAME** and **PASSWORD** provided in your letter and click **ACTIVATE**
4. On the next screen you can choose to change your username and / or password to something you can remember
5. Enter your email address
6. Add a security question and answer
7. Add any other information requested on the screen
8. Then click **CONTINUE**

Your account will now be activated and you can pay your school for items listed on ParentPay.

If you choose to pay by PayPoint you will be given a card. Use this card at your local PayPoint store to make a payment.

Thank you for your co-operation.

www.parentpay.com/parents

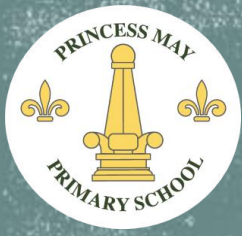


Parent Pay

ParentPay is the market leading online payment service for schools and families. It is a safe and easy way to make payment for school lunches and school trips.

At Princess May Primary School, we are moving towards becoming cashless. In order to do this successfully, all families should create their ParentPay account which will allow you to make secure payments to school for your child's school lunch or trip. Please contact the school office to receive your unique username and password.

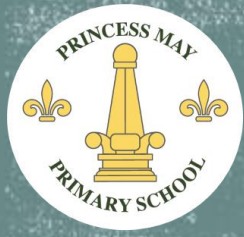




Attendance and Punctuality

- Children are expected to attend school everyday.
- If your child is sick, you must call the office to report this.
- Permission will not be given for holidays in the term time and you may be fined.
- School starts at 8:55 and finishes at 3:25pm sharp. Please be on time, as it really impacts on learning.





Behaviour (Stay on Green)

- Children begin each day on **green**.
- A **blue** card is given to encourage children to recognise what they are feeling and what tools they can use to get back to green.
- A **yellow** card is given so that children have a chance to modify their behaviour.
- Continued misbehaviour leads to name moved to **RED** with 10 minutes time out in class.
- On return to class child is put back on **GREEN**.
- Positive behaviour is rewarded with **silver** then **gold**



[Click here to view the range](#)

*A text message will be sent, whenever your child gets a **RED** card or a **GOLD** award.*





Supporting Mental Health and Wellbeing

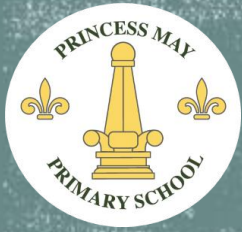
Our school's approach to supporting the mental health and wellbeing of children at Princess May and their families is in three tiers.

- All children have access to the 'Whole School Offer' which includes access to Place2Be's lunchtime drop-in service and in-class Zones of Regulation emotional regulation support.
- For children who may benefit from additional support they will be involved in interventions described in the 'Group and Individuals' Intervention' provision.
- We also provide support to children requiring specialist support via a referral to Hackney's Educational Psychology and CAMHS services.



	Whole School Offer
	Groups and Individuals' intervention
	External Specialist Support and Referral





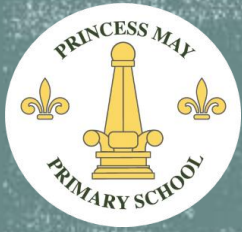
School Twitter



Please follow our Twitter account
for the latest news from school:

www.twitter.com/PrimaryMay





Educational Visits

There will be educational visits each half term to help enrich your child's learning. We always appreciate parent volunteers. Our next trip will be Thursday 5th October to London's Roman Amphitheatre.



Questions

