

Welcome to our school...

Oak Farm Primary School

Year 3



Staffing

▶ Year 3



Mrs Joshi
Silver Birch
Class Teacher



Miss Smith
Beech
Class Teacher/Year leader



Miss Bando
Magnolia Class
Teacher



Mrs Turetta



Miss Gallagher

Communication – Graduated response

- ▶ Year 3 email: year3@oakfarmprimary.org.uk
- ▶ Quick message at end of the day
- ▶ Otherwise please make an appointment with the class teacher.

Further concerns can be escalated to the Year group Leader (Ms Smith) - but please ensure you have spoken with Class Teacher first

Escalation can be done to Assistant Head - Ms Ceccobelli (Phase Leader for Year 3 and Year 4 -**Senior Leadership Team**)

Deputy Head - Ms Topliss

Headteacher - Mrs Cheema

Any safeguarding issues - please speak to a member of the safeguard Team

Medical queries - please speak to someone in the main Reception

Parent consultation meetings: week beginning 20/10/25

Timings of the day

▶ **Morning**

- ▶ Breakfast club from 7.30 am
- ▶ Gates open at 8.30 am
- ▶ Soft Start 8:40-8:50

▶ **Afternoon** Starts at 12.50pm

▶ **Teaching** finishes at 3.20pm

At the end of the school day, it is recommended that children are collected by someone who is above the age of 16. If this is not possible, the school will allow children above the age of 14 to collect, but we will require written permission. If this is the case, please ensure that you send an email to the office with the name of the person so that we can update our records. Without this, we will not be able to release your child. If pick-up arrangements change and another adult comes to collect your child at any point during the academic year, please ensure that this is communicated to the school.

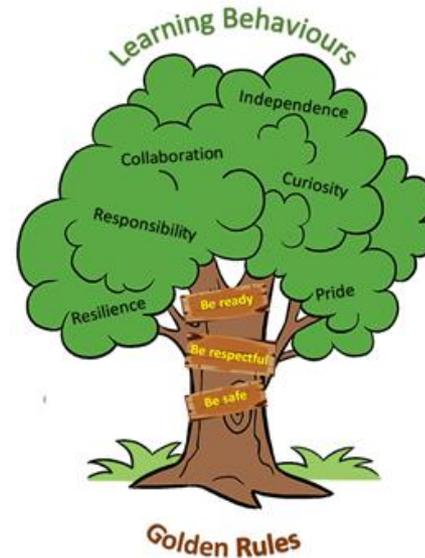
Behaviour

Three Golden Rules

Be Ready

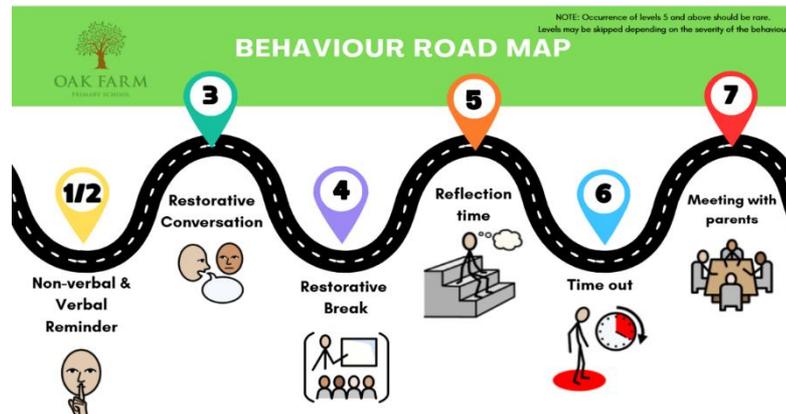
Be Respectful

Be Safe



Behaviour Policy - Available on the website.

[Oak Farm Primary School - Home](#)

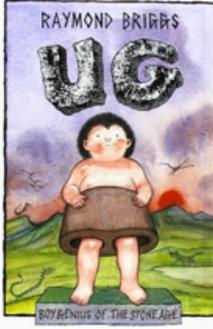


Timetable

Date	8.40am-9.00 Registration at 9am	9.00am – 9:30	9:30am – 10.30	10.15am- 10.30	10.30am – 12.00pm	12.00pm- 12.50	12.50pm - 3.20 Registration at 12:50				
Monday	WOW word: Handwriting/ Fine motor	Reading: Phonics	Maths	B R	10:45- English	L U N C H T I M E	Special Mentions & Attendance 1-1:30	Science		3:00-3:15 Story Time	
								Topic			
								Science			
Tuesday	Timetable activity Tiny Challenges?	Reading: Vocabulary	PPE Music/French/outdoor PE			N C H T I M E	Special Mentions & Attendance 1-1:30	Maths		3:00-3:15 Story Time	
								English			
								English			
Wednesday	Colourful semantics	Reading: Develop Fluency	Maths	E K	10:45- English	N C H T I M E	Special Mentions & Attendance 1-1:30	PHSE	PE	Library	3:00-3:15 Story Time
								PE	Library	PSHE	
								Library	PSHE	PE	
Thursday	Phonics activity	Reading: Develop Fluency	Maths	T I	10:45- English	N C H T I M E	Special Mentions & Attendance 1-1:30	Topic		3:00-3:15 Story Time	
								Art/DT			
								Art/DT			
Friday	Flash Light Friday: Reading for Pleasure	Reading: Domains	Maths	M E	10:45- English	N C H T I M E	Special Mentions & Attendance 1-1:30	Re	ICT	3:00-3:15 Story Time	
								Science			
								ICT	ART/DT		

Curriculum

- ▶ Curriculum newsletter sent out each term. The one for this term will be sent out on Friday

Subjects:	Autumn Term - YEAR 3										
English	<p><u>UG</u></p> <p><u>The True Story of the Three Little Pigs</u></p> <p>In the first half of the Autumn Term, children will be reading and exploring the text <u>Ug</u> by Raymond Briggs. They will discuss and understand how narratives are put together and the choice of language by the author and what effect this has on the reader. Children will use the text to write their own pieces of writing learning to improve their ideas, sentences and cohesion.</p> <p>In the second half of this term, the children will be reading and exploring the text <u>The True Story of the Three Little Pigs</u> by Jon Scieszka. Through this text, children will learn how to write instructions and to write and perform monologues. The children will also be introduced to witness statements.</p>	 									
Maths	<p><u>Number and Place Value</u></p> <p>In Year 3, children will reinforce their understanding of place value. They will work with numbers up to 1,000, reading and writing them in words and numerals. Children will learn to partition numbers and count in hundreds, tens and ones fluently. Problem-solving tasks will apply this knowledge to real-world situations.</p> <p>Addition and subtraction</p>	<table border="1" data-bbox="1251 1125 1431 1339"> <thead> <tr> <th data-bbox="1251 1125 1309 1210">Hundreds</th> <th data-bbox="1309 1125 1367 1210">Tens</th> <th data-bbox="1367 1125 1431 1210">Ones</th> </tr> <tr> <th data-bbox="1251 1210 1309 1239">H</th> <th data-bbox="1309 1210 1367 1239">T</th> <th data-bbox="1367 1210 1431 1239">O</th> </tr> </thead> <tbody> <tr> <td data-bbox="1251 1239 1309 1339">5</td> <td data-bbox="1309 1239 1367 1339">2</td> <td data-bbox="1367 1239 1431 1339">8</td> </tr> </tbody> </table>	Hundreds	Tens	Ones	H	T	O	5	2	8
Hundreds	Tens	Ones									
H	T	O									
5	2	8									

English

Different aspects of English teaching:

Speaking & Listening

Reading (decoding, comprehension, inference, deduction)

Writing (composition, sentence structure, punctuation, handwriting)

Grammar & Punctuation (terminology and technicalities)

Spelling

Strong focus on reading:

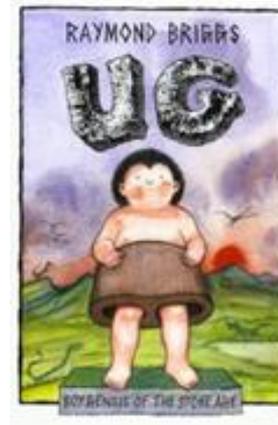
Daily English lessons

Daily Oak Farm Reading Approach lessons

Regular comprehension activities

Reading homework

Class reads



Things you can do to help your child succeed in English

- Encourage them to complete their Home Learning carefully and learn spellings.
- Encourage them to read and visit Bug Club regularly.
- Listen to them read aloud.
- Read to them.
- Talk to them about what they are reading.
- Encourage them to explore a variety of genres.
- Discuss what your child has been writing about at school and talk about what might be coming up.
- Use the public and school libraries.

Importance of Reading

Children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

- ✓ Reading improves skills in maths.
- ✓ Reading fiction helps children be more empathetic.
- ✓ Reading can boost self-esteem and communication skills.
- ✓ Reading changes the structure of the brain.

Importance of Reading

- ▶ Your child should be reading at home each day. This may be independent reading or reading to an adult. It is advised that the children read aloud to an adult at least once a week (preferably more). Discussing what your child has read will help them develop reading comprehension skills.
- ▶ Children can fill in the details of what they have read. Please can you acknowledge this by signing at the end of the week. Please feel free to comment on your child's reading.
- ▶ Recommended reading list for Year 3



50 Recommended Reads for...

Year 3 (ages 7-8)

✓ Which ones have you read?

2025-2026 Booklist

Favourite Storytime Books

-  **The Wild Robot**
Peter Brown
-  **A Mermaid's Diary**
Chris Riddell
-  **The Creakers**
Tom Fletcher & Shane Devries
-  **The Boy Who Grew Dragons**
Andy Shepherd & Sara Oglivie
-  **Scarlet: Defender of the Universe**
James Davis & Dotty Sutton

Animal and Nature Stories

-  **Pia's Pet Club: Puppy Problem**
Serena Patel & Emma McCann
-  **Finding Hope**
Nicola Baker
-  **The Appletree Animal Agency**
Katya Balen & Gill Smith
-  **The Royal Rabbits: Escape from the Tower**
Santa Montefiore, Simon Sebag Montefiore & Kate Hindley
-  **An Otter Called Pebble**
Helen Peters & Ellie Snowden
-  **Benji's Emerald King**
Ewa Jozefkowicz

Classic Stories

-  **Charlotte's Web**
E. B. White & Garth Williams
-  **The Iron Man**
Ted Hughes & Chris Mould
-  **The Worst Witch**
Jill Murphy
-  **Varjak Paw**
SF Said & Dave McKean

World Stories

-  **Nikhil and Jay: Off to India**
Chitra Soundar & Soofiya
-  **Gregory Cool**
Caroline Blinch
-  **You Decide Your Adventure**
Bear Grylls
-  **Saving Sorya**
Nguyen Thi Thu Trang & Jeet Zdung

Mystery and Magic Stories

-  **Kate on the Case**
Hannah Peck
-  **Libby and the Parisian Puzzle**
Jo Clarke & Becka Moor
-  **The Shop-Witch's Quest**
Alisha Bushby & Patri de Pedro

Funny Books

-  **The Great Crisp Robbery**
Pamela Butchart & Thomas Flintham
-  **Charlie Changes into a Chicken**
Sam Copeland & Sarah Horne
-  **Dave Pigeon (Kittens!)**
Swapna Haddow & Sheena Dempsey
-  **Pizzazz vs Everyone**
Sophy Henn
-  **The 13-Storey Treehouse**
Andy Griffiths & Terry Denton

Graphic Novels

-  **Pablo and Splash: Frozen in Time**
Sheena Dempsey
-  **Dadbot**
Jack Noel
-  **Dog Man**
Dav Pilkey
-  **Peng and Spanners**
Steve Webb
-  **Supa Nova**
Chante Timothy

Picturebooks

-  **Faruq and the Wiri Wiri**
Sophia Payne & Sandhya Prabhat
-  **Wonder Goal!**
Michael Foreman
-  **Adoette**
Lydia Monks
-  **The Three Billy Goats Gruff**
Mac Barnett & Jim Klassen

Poetry

-  **Out of This World**
Michael Rosen & Ed Vere
-  **Zooming the Zoo**
John Dougherty & Tom Morgan-Jones
-  **The Shape of Rainbows**
Neal Zetter & Will Hughes

History

-  **The Boy Who Stole the Pharaoh's Lunch**
Karen McCombie & Anneli Bray
-  **The Time Machine Next Door: Scientists and Stripy Socks**
Iszi Lawrence & Rebecca Bagley
-  **I Flew Around the World**
Zara Rutherford
-  **Myths, Mummies and Magic in Ancient Egypt**
Stephen Davies & Nuria Tamarit
-  **The Corinthian Girl**
Christina Balit

Non-Fiction Books

-  **The World's First Human Cannonball and Other Incredible Jobs!**
Mike Barfield & Franziska Hollbacher
-  **Antarctica**
Dr Helen Scates, Dr Katharine Handry & Romolo D Hipolitto
-  **The Street Beneath My Feet**
Charlotte Guillain & Yuval Zommer
-  **How to Build a Racing Car**
Fran Scott & Paul Boston
-  **A Day in the Life of an Astronaut, Mars and the Distant Stars**
Mike Barfield & Jess Bradley
-  **MEGA**
Jules Howard & Gavin Scott



Maths

- We are using the 'White Rose Maths' scheme (with additional resources as needed)
- Children are encouraged to work through problems, starting with concrete objects before moving to pictorial representations, followed by abstract concepts
- Focus on fluency, application, reasoning and problem solving
- Challenging all children
- Children will focus on the 2, 3, 5, 10, 4 and 8 times tables. Regular practise including the use of TTRockstars to support this.

Things you could do to help your child succeed in maths...

- Help them to learn all of the times tables from 1 – 12 so that they can recall all of the facts mentally.
- Encourage them to have a positive attitude towards Maths.
- There are lots of useful websites (e.g. MyMaths, www.topmarks.co.uk, Times Tables Rockstars)
- Encourage them to participate in practical activities, e.g. weighing out ingredients for cooking, counting money etc.
- Help them to learn how to tell the time on digital and analogue clocks.



Homework

YEAR 3



YEAR 3

<p>Week 1</p> 	<ul style="list-style-type: none"> ○ Daily Reading (recorded in Reading Record) ○ Spellings (tested on Friday) ○ Maths (30 minutes on Timetable Rockstars or Purple Mash) ○ PSHE: Create a logo for one of our learning behaviours. 	<p>Due in: 12th September</p>
<p>Week 2</p> 	<ul style="list-style-type: none"> ○ Daily Reading (recorded in Reading Record) ○ Spellings (tested on Friday) ○ Maths (30 minutes on Timetable Rockstars or Purple Mash) ○ History: Research the Stone Age and how people in the stone aged lived. 	<p>Due in: 19th September</p>
<p>Week 3</p> 	<ul style="list-style-type: none"> ○ Daily Reading (recorded in Reading Record) ○ Spellings (tested on Friday) ○ Maths (30 minutes on Timetable Rockstars or Purple Mash) ○ Computing: Design an internet poster. Think about Games and age restrictions and how you can stay safe. 	<p>Due in: 26th September</p>
<p>Week 4</p> 	<ul style="list-style-type: none"> ○ Daily Reading (recorded in Reading Record) ○ Spellings (tested on Friday) ○ Maths (30 minutes on Timetable Rockstars or Purple Mash) ○ Creative Writing: Imagine you are UG (the character from our English book). Create a new stone age invention and describe it. What does it do? How was it made? 	<p>Due in: 3rd October</p>
<p>Week 5</p> 	<ul style="list-style-type: none"> ○ Daily Reading (recorded in Reading Record) ○ Spellings (tested on Friday) ○ Maths (30 minutes on Timetable Rockstars or Purple Mash) ○ PSHE: Draw or write about a person who help you in your life (e.g. parent, teacher, doctor, crossing guard). Explain what they do and why they are important. 	<p>Due in: 10th October</p>

Homework

Year 3 homework

5th September

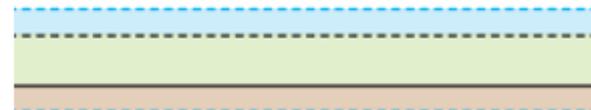
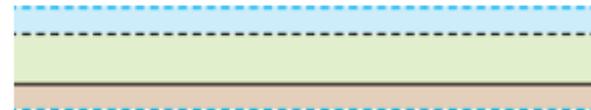
SPELLINGS

This week the spelling rule is: **Words with the /ay/ sound spelt ei**

Your spelling test will be on the: 12th September

Word of the Week	Definition
accident	Something that happens by chance, often by mistake.

Group 1	Challenge words
vein	accident 
weigh	
eight	
neighbour	
eighth	
reign	
weight	
freight	
reins	
veil	
beige	



Examples of Student Jobs (For year 3 - 6 only)

- ▶ Including School council (Year 2 - 6)
- ▶ House captains (Year 6 only)
- ▶ Sports leaders (Year 6 only)
- ▶ Special mention Monitors
- ▶ Healthy eating Monitors
- ▶ Attendance assistant
- ▶ Garden assistant
- ▶ Book time monitor
- ▶ Library monitor
- ▶ Bulletin assistant

Website/ Bulletin

The school website is a great place to go for key information: e.g. term dates, curriculum information, policies <https://www.oakfarmprimary.org.uk/>

School Bulletin is sent out on a Friday – it in an electronic link that gives up to date information including dates and key events.

School Uniform

- ▶ Children are expected to wear full school uniform at all times. Long hair must be tied back. Make up and nail varnish should not be worn. The uniform policy can be found on the school website and was also emailed to parents at the end of last term.
- ▶ Children are allowed to wear one small stud earring in each ear. The approved religious jewellery is the Sikh Kara. A parent must put in writing if there is something else that needs to be worn for religious purposes.
- ▶ PE kits also need to be in line with policy
- ▶ Children will be given slips with a reminder if an item of clothing is not correct.

▶ **The uniform consists of:**

- Brown sweatshirt or cardigan with school logo;
- Plain grey trousers, skirts or pinafores;
- White polo shirts with/out logo;
- Yellow check dresses or plain grey shorts during Summer Term and up to first half of Autumn Term (weather permitting).
- Plain black shoes/ trainers (***for EYFS and KS1 with a velcro fastening***).

▶ **PE Kit**

- White t-shirt
- Plain black shorts/jogging bottoms for PE
- Plain black sweatshirt
- Trainers for PE (laces)

Attendance

Benefits of being in school, on time, everyday:

- ❖ Build secure friendships with peers
- ❖ Not missing out on learning
- ❖ Fun activities, trips, clubs, visitors
- ❖ Healthy, free, school meals, fruit and milk
- ❖ Routine and good habits
- ❖ We help to keep your children safe and well

How can you support your child's attendance:

- ❖ Leave plenty of time to get ready in the morning.
- ❖ Have a bedtime routine to aid a good night's sleep.
- ❖ Use our breakfast and after school clubs if you need wrap-around care.
- ❖ If your child is unable to attend, inform us before 9am.
- ❖ Try to book routine appointments, and holidays, outside of school time.
- ❖ Do not keep children off for 'minor illnesses' - see NHS guidance for acceptable reasons. We have a medical team who can check your child's observations upon arrival.
- ❖ Talk to us! We're here to help!

Attendance Matters!



Every Student, Every School, Every Day

Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school, nursery or playgroup when they're unwell.

Attendance at Oak Farm Primary School



Your Attendance Team:



Mrs S Hunt
Attendance Champion



Miss E Fisk
Attendance Officer



Mrs C Hill
Attendance Support



Mrs A Gammell
Pastoral Lead

Should you wish to discuss anything attendance-related, please contact Miss Fisk in the first instance who will share any concerns with Mrs Hunt. Working in collaboration with the Senior Leadership Team, Mrs Hunt may be in communication with you regarding your child's attendance but, of course, your child's class teacher remains as your first point of contact: they will be delivering attendance letters to you and will communicate with you if they have any concerns.

Why is attendance so important?

Being around teachers and friends in a school environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care. Every moment in school counts. For example, a child who is absent for three days over a half term could miss 18 hours of learning, which doesn't seem like a lot but this time adds up quickly. The higher a pupil's attendance, the more they are likely to learn, and the more successful their future is likely to be.

What are we doing to reward attendance?

Oak Farm Primary Rewards for Attendance

WEEKLY The class with the highest attendance, in each phase will win the attendance trophy cup.

HALF TERMLY Every child achieving 97% and above receives an attendance sticker.

TERMLY Every child achieving 97% and above entered into a raffle. One child per phase, at random, wins a book.

Every child achieving 100% and above entered into a raffle. One child per phase, at random, wins a £5 Amazon voucher.



How do we ensure your child has arrived safely in school?



How can you help your child achieve the best attendance possible?

- Allow plenty of time to get ready in the morning and have breakfast before leaving for school.
- Allow plenty of time to get to school - if you are late, please bring your child to the School Office.
- Have a bedtime routine so that they have a good night's sleep.

- Please do not keep your child off school if they have a 'minor illness' such as a cough, cold, runny nose, sneezing or sore throat. We are happy for you to send your child in and we will monitor them, and send them home if necessary.
- If they are unable to attend school, please ring or email the school office before 9am in the morning to give details.
- If making a routine appointment for the dentist/ doctor, please make it out of school hours, or during school holidays - we ask for proof of any appointments scheduled during school time.
- Talk to us. We are here to help. If you are having any difficulties that are affecting your child's attendance at school, please come and talk to us as soon as possible so we can help you.

	Gates open at	Classroom doors open at	Classroom doors close at (official start time)	Child marked late if they arrive after
Morning nursery	8:25am	8:40am	8:50am	9:00am
Afternoon nursery	12:05pm	12:20pm	12:30pm	12:30pm
Reception Y1-6	8:25am	8:40am	8:50am	9:00am

Attendance Matters!
Every Student, Every School, Every Day



Communication you can expect from us

- Daily attendance reminder messages are sent via Parentmail to all parents/carers who have not notified the school of their child's absence.
- Weekly Parentmails to parents/carers to those children who have more than 2 late arrivals at school during the preceding week.
- Whole school attendance is shared weekly on the school bulletin, alongside regular updates and support.
- Attendance reports are given to parents three times across the academic year; two at the parental consultations (Oct & Feb) and with the final report in the summer term.
- Parents/carers will be notified if their child's attendance becomes cause for concern and parents will be invited in to meet with staff in line with Oak Farm's 'Six steps to monitoring attendance' (outlined below).
- School staff may undertake home visits if absences are not reported, to check that the child is safe and well.

Our 'Six Steps to Monitoring Attendance'

Oak Farm Primary Six steps for monitoring attendance

Step 1

10 sessions missed: Letter 1 will be sent home informing parents/carers that their child is at risk of falling below the national expectation for annual attendance.

Step 2

20 sessions missed: Letter 2 will be sent home with an invite to attend and informal meeting with our school's Attendance Officer and Pastoral Lead, with the aim of putting support in place to aid improvement.

Step 3

30 sessions missed: Letter 3 will be issued, informing parents/carers that their child's absence is a cause for concern. A member of SLT will be in contact to arrange a meeting.

Step 4

35 sessions missed: Letter 4 will be sent home asking parents/carers to attend a meeting to discuss the attendance concerns with the Deputy Headteacher or Headteacher.

Step 5

40 sessions missed: Letter 5 will be issued and an attendance panel meeting with the Attendance Champion will be scheduled. There is also a risk of a referral to the local authority's attendance team.

Step 6

No Further Improvement: Letter 6 will be sent to inform that a referral will be made to the participation team. Next steps will be guided by the local authority.

Is my child too ill for school?

If you're ever unsure on whether to send your child to school, please see this NHS web page which provides advice on range of conditions including: temperatures, anxiety, coughs and colds, chicken pox, head lice, infections and more.

[Is my child too ill for school? - NHS](#)

Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school, nursery or playground when they're unwell.

Assessment

We assess students regularly to track their academic progress, identify areas for improvement, and ensure that teaching methods align with their needs. Some of the key assessment information is detailed below:

KS2: Year 3-5 - Pixl termly assessment in reading, maths and spelling and grammar.

Year 4 - Multiplication tables check

Year 6 – KS2 SATs (National Standardised Tests) for reading, maths, spelling and grammar with additional teacher assessment for writing and science.

Formative (quizzes, observations, class activities) and summative assessments (end of unit tests) are completed throughout the year during lessons alongside termly teacher assessments in reading, writing and maths to identify pupils' progress and next steps.

Healthy Eating Policy

The school is dedicated to providing an environment that promotes healthy eating and enables pupils to make informed food choices.

Break time Snacks

Children in EYFS and KS1 are provided with free fruit and vegetables. We also encourage children in KS2 to bring a healthy snack in from home, e.g. fresh fruit or vegetables, dried fruit, plain biscuits, rice cakes, breadsticks and cereal bars (NO NUTS)

Children should not have any of the following items for a break time snack: crisps, chocolate, sugary/ chocolate biscuits, sweets etc.

Universal Free School Meals

Please remember that all primary age children receive free school meals.

Drinks

We encourage children to bring a bottle of water in from home to have in the classroom. Children may have other drinks as part of their packed lunch, though no fizzy drinks are allowed and it is best to avoid drinks that have high sugar content.

Birthdays

We do not allow any cakes or sweets to be handed out in school for birthdays. This is to safeguard pupils and staff with allergies/intolerances/religious or cultural practices and to ensure that parents/carers do not feel pressured into joining in.

Packed Lunch Guidance

This leaflet provides information on how to provide a healthy packed lunch for your child. It is important to ensure that children eat a healthy, balanced lunch that will provide them with the energy required to learn and play at school. Please support the school's food policy by following this guidance.

Starchy Foods

Base each meal on a starchy food such as bread, potato, rice or pasta.

- Bread: Try different breads such as pitta bread, tortilla wraps, bread rolls, chapattis or crackers.
- Other starchy foods such as pasta, potato, rice or noodles.
- Wholegrain varieties are best for fibre, which is vital for a healthy digestive system.



What is a healthy packed lunch?

A healthy packed lunch is a balanced meal providing a variety of nutrients, to be found in four food groups:



Milk and Dairy Foods

Include a dairy product or dairy alternative, such as yoghurt, custard or fromage frais. These foods provide calcium necessary for strong bones and teeth, as well as providing protein and vitamins.

- Include some semi-skimmed or skimmed milk.
- Reduced fat cheese.
- Lower fat alternatives are better.



Meat and Alternatives

Add some protein. Protein foods build muscles and provide minerals.

- Lean meats, such as chicken, ham or turkey.
- Fish, e.g. tuna.
- Cheese or egg (boiled or in a sandwich).
- Meat alternatives such as Quorn or tofu.
- Dishes containing pulses or beans.



No, No, No!

There are some foods that aren't appropriate for school lunches. The following foods can be enjoyed in moderation at home but should be avoided at school:

- sugary biscuits
- sweets/chocolate
- large bags of crisps
- fizzy drinks

Due to allergies, please do not send nut products into school.

Fruit and Vegetables

Include plenty of fruit and vegetables as these are full of vitamins, minerals and fibre to keep your child strong and healthy.

- Add tomato, lettuce, grated carrot or cucumber to a sandwich.
- A vegetable dish such as salad.
- Fresh or dried fruit.
- Fruit salad.
- Finger foods such as cherry tomatoes, cucumber sticks or celery.



Special Education Needs and Disabilities



Our new SENDCo: Mrs Hunt

A purple poster with white text and a grid of 12 diverse cartoon avatars. The text reads: 'INCLUSION WHAT DOES THIS MEAN AT OAK FARM? An opportunity to meet key members of our Inclusion team, including the new SENDCo. This meeting will discuss the national picture around inclusion, debunk myths around SEND as well as look at how we cater for children needing additional support. MONDAY 15TH SEPTEMBER 9.15AM (IN SCHOOL) AND 7PM (ONLINE)'.

INCLUSION
WHAT DOES THIS MEAN AT OAK FARM?

An opportunity to meet key members of our Inclusion team, including the new SENDCo.

This meeting will discuss the national picture around inclusion, debunk myths around SEND as well as look at how we cater for children needing additional support.

MONDAY 15TH SEPTEMBER
9.15AM (IN SCHOOL) AND 7PM (ONLINE)

At Oak Farm, we pride ourselves on nurturing **independence** and enabling **every child to reach their full potential**. Our teachers create **inclusive, adaptive** classrooms where personalised strategies support all learners—this approach has the greatest impact. When more support is needed, we **focus on individualised provision rather than constant one-to-one adult support**, as research shows this better **promotes confidence and self-esteem**. If you have any questions or would like to discuss your child's needs, please don't hesitate to get in touch at send@oakfarmprimary.org.uk - we're here to help!

Equipment (**KS2**)



Ensure it is small and contains essential items only, as larger cases are impractical in our classrooms.

Essential items: Pencils, Eraser, Ruler, Glue sticks and colouring pencils, green pen (for marking) and handwriting pen/s.



If you are unable to purchase the equipment, the school will still have resources in school.

Clubs for this half term

After-school Clubs

- Monday - Spanish (Y1-6)
Tuesday - Jam coding (Y1-3), Gymnastics (Y3), French (Y1-6)
Wednesday - PSD Tennis (Y3-5)
Friday - PSD Football (Y3 and Y4)

Trips/Enrichment activities

In October we have a stone age workshop - which will take place in the school hall.

We are looking to book a trip this year in the Spring Term to St Albans Verulamium linked to our learning about the Romans in History. We will also be visiting the local area to complete fieldwork in Geography and are aiming to visit a church to consolidate our learning in RE.

We look forward to welcoming visitors to the school - we have already booked Practical Pedestrian training for March next year.

What we would like from you!

- ▶ Children who arrive at school on time
- ▶ Children always in school uniform/PE
- ▶ To attend all parent consultation evenings
- ▶ Read regularly with your child
- ▶ Support homework and home learning
- ▶ Keep contact details up to date
- ▶ Tell us if there are circumstances which may affect your child
- ▶ Work in partnership with us