Oakthorpe Primary School

Year 6 Booklet 2023—2024

This booklet provides a brief overview of the Year 6 curriculum as well as key information for reference during the year.

Contents

Welcome to Year 6

In Year 6 at Oakthorpe your child will be taught the National Curriculum which includes English, mathematics, science, design and technology, geography, history, computing, PE, art, RE, spanish and music. They will also be taught PSHE (Personal, Social, Health education which includes values, healthy eating, keeping safe, online safety and relationships education

Year 6 has many highlights, but the three that stand out are: involvement in the Year 5/6 show in December, working towards and completing the End of KS2 SATS in May and the Residential in the summer term.

As the children are now the oldest in the school, we expect them to be good role models for the younger children.

Location & Contact Details

Oakthorpe Primary School

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Year 6 Staff

Class	Class teacher	Teaching Assistant	Other Staff
6S	Mrs Stavrou	Mrs Kyp	Miss Asim Miss Abdifatah
6L	Mrs Leventis		
6RI	Miss Ridgway		

Other staff that may work with or support your child this year: Mrs Leventis (Phase Leader), Mrs Sefer (SENCo), Mrs Demetrious (Learning Mentor) and Mr Kiani and Miss Vainella (PE team). Our welfare assistant is Mrs Hamza.

At Oakthorpe children are often taught in small groups to provide appropriate challenge and support with their learning. These groups change regularly to meet individual needs and children are taught by a range of adults, including specialist teachers and trainee teachers.

Our Vision

At Oakthorpe we always strive to be a centre of excellence. We are at the heart of the community, preparing children for their future lives as successful learners, confident individuals and responsible citizens. We maintain a positive, celebratory and inclusive ethos; sustain trusting and supportive teams and relationships; and uphold our high standards and expectations, while not being afraid to take risks and be innovative and creative. Ensuring that we give all children the opportunity to succeed and enjoy learning is our overriding priority.

Our Values

We have 22 school values and focus on one of these each month over two years. We also promote British values in order to prepare all children to be responsible and respectful members of the community.

Our Core Values are

Excellence * Confidence * Respect * Responsibility * Creativity

Equal Opportunities

Oakthorpe is an inclusive school. We are committed to ensuring equal opportunities for all, regardless of class, disability, ethnic origin, gender, sexuality, family make-up, belief (religious or non-religious), or any other individual special need.

We are proud to be responsible for the education of all the children in our school. We value diversity and treat seriously any incident of a discriminatory nature.

Behaviour and our Golden Rules

Staff encourage the children to behave well. We believe it is important to foster a positive attitude and to appreciate and reward good behaviour. Our golden rules help the children to behave in a responsible and polite manner.

Our Golden Rules

- Be safe
- Be honest
- Be respectful
- Be kind and gentle
- Be the best you can be

...and be responsible for your actions.

Safeguarding

We recognise the importance of our role in safeguarding children – to provide a caring, positive, safe and stimulating environment for all our children. Senior teachers are designated teachers for child protection and they are available should you need to discuss any concerns. We are required by law to discuss with Social Services any concerns that may arise. We believe our role is a supportive one, ensuring children and families receive the help they require and that children are safe, happy and are able to achieve their full

potential. Obviously we handle these rare occurrences with sensitivity with our main concern being to protect children's welfare.

Y6	**FICTION** -**Modern Fiction** *Stormbreaker (text and graphic novel)by Anthony Horowitz* **NON-FICTION** -**Biography/ autobiography** *Boy by Roald Dahl* - **BHM biographies** *Herstory, Little Leaders, Little People, Big Dreams*	**FICTION** -**Modern Fiction** *High Rise Mystery by Sharna Jackson* **NON-FICTION** -**Newspaper articles** *High-Rise Mystery by Sharna Jackson* **POETRY** -**A poet or a theme** *Karl Nova* **POETRY** -**Classic poetry** *William Wordsworth*	**FICTION** -**Myths and legends** *BBC Merlin and extracts from Arthur – High King of Britain by Michael Morpurgo* **NON-FICTION** -**Persuasion discussion texts (balanced arguments)** *Extracts from Blackfish (film)*	**FICTION** -**Extending narrative** *Goodnight Mister Tom by Michelle Magorian* *Rose Blanche by Ian McEwan* **POETRY** **Free verse** WWII **NON-FICTION** -**Explanatory texts** *relating to WWII* (taught in History)	**FICTION** -**Film unit** *Alma* - **Our Literary Heritage** *Macbeth by William Shakespeare* **NON-FICTION** *Alma*	**FICTION** -**Stories from other cultures** *Kensuke's Kingdom* -**Short stories with flashbacks** *The Chronicles of Harris Burdick* **POETRY** -**Classic poetry** If by Rudyard Klpling

For further information, please see our Child Protection Policy on the website.

Literacy The structure of our literacy work for this year is planned as follows:

Grammar has become a more important part of the curriculum. We expect the children to be familiar with a wide range of technical language

At 'Word' level: Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].

At 'Sentence' level: Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

At 'Text' level: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

'Punctuation' Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Words that children need to be familiar with and use (Terminology): subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Spelling: The following list gives an example of the kind of spellings that children in year 6 should know.

Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue,

recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.

Suggested books to share with your child and for them to read independently

The house with chicken legs	Sophie Anderson
The Stormkeeper's island	Catherine Doyle
The infinite	Patience Agbabi
The Highland Falcon Theif	M.G. Leonard
Who Let the Gods out?	Maz Evans
Phoenix	S.F. Said
The High Rise Mystery	Sharna Jackson
Umbrella Mouse	Anna Fargher
The Boy Who Swam With Piranhas	David Almond
Murder most Unladylike	Robin Stevens
The London Eye Mystery	Siobhan Dowd

Even if your child is an independent reader, they will continue to benefit from sharing books with you. Please find the time to read to each other and talk about books!

Maths Year 6 Instant Recall Maths Facts

By the end of their time at Oakthorpe children should know the following facts. The aim is for them to recall these facts **instantly**. They should be able to answer these questions in any order, including missing number questions.

Year 3	Year 4	Year 5	Year 6	Year 6 +
To count to 1000 To count forward and back in 50s and 100s To know multiplication and division facts for 3 x table	Count to 10,000 in 1,000s and 100s. Number bonds to 1,000 in multiples of 10 and 100.	Know all decimals that total 1 or 10 (1 decimal place)	Know all previous number bonds including decimals	Know the two place decimal complements of 1
To know multiplication and division facts for 4x table To know multiplication and division facts for 8x table	Count forwards and backwards in 25s. Know all 2-digit pairs that total 1000. Know all pairs of multiples of 50 with a total of 1000.	Count forwards and backwards in 10s, 100s, 1,000s, 10,000s and 100,000s to 1 million.	Recall all cube numbers to 12 cubed. Know all common factors and common multiples	Know the square roots of square numbers to 15 x 15
To know multiplication and division Facts for 6 x	Know multiplication and division facts for 7x and 9x tables	Know all pairs of factors of numbers up to 100.	Know halves and doubles of all 2 digit decimals	Know and recall all prime numbers within 100.
Know doubles and halves of: All whole numbers to 20 All multiples of 10 to 500 All multiples of 100 to 5000.	Know multiplication and division facts for 11x and 12x tables	Recall all prime numbers up to 50 and square numbers to 12 squared.	Use all multiplication and division facts for the times tables up to 12x12 to derive x and division of decimal numbers	Use place value and all multiplication and division facts for the times tables up to 12x12, to derive x and ÷ of small multiples of 10 and 100 (e.g. 30 x 900; 8100 ÷ 9)
Know all addition and subtraction facts for: Multiples of 100 to 1000 Multiples of 5 with a total of 100 Number pairs that total 100.	To consolidate times tables facts and all division facts for 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12	Know all decimal numbers to 1 or 10 (2 decimal places).	Know the tests for divisibility for all times tables.	Know the decimal and percentage equivalents of the fractions ½, ¼, ¾, ⅛, ⅝, tenths and fifths
To recall times tables and related facts 2,3,4,5,6,8,10	Know doubles and halves of: All whole numbers to 50, All multiples of 5 to 1000, All multiples of 50 to 5000.	Know doubles and halves of: All whole numbers to 100, All multiples of 10 to 1000 All multiples of 100 to 10,000.	Know doubles and halves of all multiples of 10 to 10,000.	Know the doubles and halves of all multiples of 10,00 to 100,000

The **factors** of a number are all numbers which divide it with no remainder.

E.g. the factors of 24 are 1, 2, 3, 4, 6, 8, 12, and 24.

The factors of 56 are 1, 2, 4, 7, 8, 14, 28 and 56.
The common factors of two numbers are the factors they share.
E.g. the common factors of 24 and 56 are 1, 2, 4 and 8.

The greatest common factor of 24 and 56 is 8.
Children should be able to explain how they know that a number is a common factor.
E.g. 8 is a common factor of 24 and 56 because $24 = 8 \times 3$ and $56 = 8 \times 7$.

I can convert between decimals, fractions and percentages.

Children should be able to convert between decimals and fractions for ½, ¼, ¾ and any number of tenths and hundredths.

Some examples:

$\frac{1}{2} = 0.5$

$\frac{1}{4} = 0.25$

$\frac{3}{4} = 0.75$

$\frac{1}{10} = 0.1$

$\frac{1}{5} = 0.2$

$\frac{3}{5} = 0.6$

$\frac{9}{10} = 0.9$

$\frac{1}{100} = 0.01$

$\frac{7}{100} = 0.07$

$\frac{21}{100} = 0.21$

$\frac{75}{100} = 0.75$

$\frac{99}{100} = 0.99$

Levels Tests

The following table has a brief summary of the content of our 'levels' tests (a progressive series of tests that cover a wide range of maths ideas). They provide lots of opportunities to practice the quick and accurate recall of key mathematical facts, while working within a set time limit. Levels can contain questions from any of the previous levels.

Level		Level	
1 (10 mins)	Repeated addition (the 2 times table.) e.g. 2+2+2, ___,___,10, ___	2 (10 mins)	All questions related to the 2 times table with the 'x' symbol introduced
3 (10 mins)	Questions related to the 2 times table, with greater vocabulary e.g. 'twice', 'double', 'multiplied', 'half', '½' , divide by 2, how many 2s in . . ., Number bonds to 20 (e.g. 20 - 6=___)	4 (10 mins)	Similar questions to Level 3
5 (10 mins)	Questions related to the 2, 3 & 10 times tables. The '÷' symbol introduced.	6 (8 mins)	Questions related to the 2, 3, 4, 5 & 10 times tables. Simple word problems introduced. E.g. Jack has 4 toys. Jill has 4 times as many. How many toys does Jill have?
7 (8 mins)	As level 6 with additional vocabulary e.g. subtract, add, less than, quarter, multiply odd and even numbers negative numbers included in sequences (e.g. 3, __ , 1, 0, __ , __ , __) 1000= 400+___ 583 = 500 +___+3	8 (7 mins)	Questions related to the 2, 3, 4, 5 & 10 times tables. Multiplying by '0' Using the work product (e.g. the product of 2 and 3 is 6 (2 x 3)) Using the word 'multiple'

9 (7 mins)	Questions related to the 2, 3, 4, 5, 6, 8 & 10 times tables. Recalling related division facts 4 x 7 = 28, 7 x 4 = 28, 28 ÷ 4 = 7, 28 ÷ 7 = 4	10 (7 mins)	Questions related to the 2, 3, 4, 5, 6, 7, 8, 9 & 10 times tables. Recalling related division facts e.g. 4 x 7 = 28, 7 x 4 = 28, 28 ÷ 4 = 7, 28 ÷ 7 = 4
11 (6 mins)	All times tables Ordering numbers (including decimals) Equal fractions/decimals (e.g. $^4/_{10}$ = 0.4) Missing symbols (e.g. 7 __ 9 = 63) Multiplying dividing by 10 Place value – what is the value of the 6 in 3689? Subtracting 1 from a large number (e.g. 10,000 – 1) Comparing fractions (Is $^1/_3$ small than ¼) Recognising square numbers	12 (6 mins)	e.g. Find a number halfway between 2400 and 2300 Find a fraction of an amount of money (e.g. $^1/_{10}$ of £3.00) Shading a fraction of a shape.
13 (6 mins)	Revision of previous levels, including questions with brackets. e.g. (4+5) x 6 =	14 (6 mins)	Revision of previous levels, using larger numbers (up to 99,999) Multiplying/dividing by 10, 100 or 1000 Finding factors of numbers
15 (5 mins)	Revision of previous levels with slightly less time!	16 (5 mins)	Revision of previous levels Introduction of mixed numbers and their decimal equivalent (e.g. 3.8 = 3 $^4/_5$) Working with larger numbers (up to 999,999)
17 (5 mins)	Revision of previous levels Percentages of numbers (e.g. 10% of 70)	18 (5 mins)	Revision of previous levels Prime numbers Multi part questions (e.g. 2/3 of (6 x 5))

	Calculations using decimals (e.g. 0.25 x 16)		Numbers up to 10,000,000 Cubed numbers (e.g. 3^3 = 3x3x3 = 27)
19 (5 mins)	Revision of previous levels	20 (5 mins)	Revision of previous levels
Next comes . . . the <u>'Superstar' levels (10 minutes)</u> When anyone completes the tests up to Level 20, they move onto the 'Superstar' levels. These are similar, but have more questions, all of which are multi-part. E.g. ((7/8 of 72) + 13) x 10. There are 5 superstar levels, each containing about 50 questions.			
Followed by . . . the <u>'Advanced' Superstar levels (10 minutes)</u> These are similar, but have more sophisticated questions, all of which are multi-part. E.g. ((7/8 of 72) + 13) x 10.			
Finally, there is . . . <u>'The Percentage Award' (10 minutes)</u> 100 questions to be completed in 10 minutes. It's tough!			

Year 6 National Curriculum programme of study for Maths

Number - number and place value

- numbers up to 10,000,000 (including the value of each digit)
- rounding whole numbers
- negative numbers (calculating across 0)
- applying ideas to solve problems

Number - addition, subtraction, multiplication and division

- perform mental calculations, including with mixed operations and large numbers
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the 4 operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Number - Fractions (including decimals and percentages)

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions >1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- multiply one-digit numbers with up to 2 decimal places by whole numbers
- use written division methods in cases where the answer has up to 2 decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and proportion

- solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra

- use (and write) simple formulae to find/explain missing numbers
- generate and describe linear number sequences
- explore possibilities of combinations of 2 variables

Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]

Geometry - properties of shapes

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Geometry - position and direction

- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

Please note, not all children will be progressing at the same pace and children may follow the programme or objectives of a different year group depending on their needs and ability.

SATS Tests

The Statutory Assessments (SATS) take place in May. They provide a snapshot of your child's performance at that moment in time. Their achievements will be reported to you in their end of year report, alongside a Teacher Assessment indicator, showing how they have done throughout the whole year.

What is Tested? This year, your child will be involved in a reading comprehension test, maths test and a Spelling, Punctuation and Grammar (GAPS) test.

There is a rigorous preparation procedure which will enable your child to feel confident about the whole process. We will keep you informed of the details of this and a parents SATs information meeting will be held later in the year.

Reminders

Attendance

It is important that children are punctual for school and attend regularly. **The minimum level of attendance expected for any child at Oakthorpe Primary School is 95%.** However, we aim to achieve better than this because we know that good attendance is essential for successful education.

It is essential for us to be informed of any form of absence including illness, hospital appointments etc. This should be done by telephone on the first day of absence.

Requesting authorised absence

At Oakthorpe we aim for zero unauthorised absence and always expect explanation for absences. Parents must request permission from the Headteacher for absences for reasons other than illness. This is done by completing a form available from the school office or our website. The Department for Education regulations state that 'headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.' Holidays, visiting relatives and family events are not considered to be exceptional.

Punctuality

Please help your child to be punctual. If they are late, it is harder for them to settle for the day and they miss important learning time.

Home time

Parents with children in upper KS2 who would like their children to walk home unaccompanied should write a letter to their child's class teacher confirming this. Please notify the school office or your child's class teacher if anyone other than yourself or an authorised collector is collecting your child at the end of the school day. Please always collect your child on time as collecting late causes distress to your child and prevents staff from carrying out other duties. In an emergency if you are going to be late please telephone the school office to give an estimated time of arrival and the name of the person collecting the child.

Personal belongings

Children should <u>not</u> bring in any personal belongings or toys as doing so may result in accidental damage, breakage or loss. We encourage children to take responsibility for their belongings including jumpers, cardigans, book bags etc. and ask that

parents support us in doing this by ensuring their child's name and class are on all items.

Packed lunches

Food should be brought into school in a clearly labelled packed lunch box. We are a NUT FREE school. Please avoid sending in nuts or snacks containing nuts as some children have a nut allergy which can be extremely dangerous. We encourage children to eat healthily so please include fruit and vegetables. Chocolate bars, sweets and chewing gum are not allowed in school. Crisps are only allowed on Fridays.

Healthy School

Oakthorpe is a healthy school. Our school meals are very healthy and we now have a policy for healthy packed lunches and after school snacks. Remember:

- To include fruit or vegetables every day.
- Chocolate and sweets are not allowed. One small biscuit/cake item is permitted
- Crisps are only to be eaten on Friday.

School dinners

Healthy, tasty meals are cooked in our kitchen. All meals served at Oakthorpe are halal and beef and pork are not served in school. Children are entitled to a free school meal every day. Parents can access universal free school meals by completing a form available from the school office.

Homework

By providing homework we hope to involve not just the child but the parents as well. It becomes a shared experience and allows a parent to monitor their child's progress.

Curriculum based homework will be handed out weekly and will be due in by the following Tuesday. However in the build up to SATs more homework will be set and the children will be expected to support their studies in class with independent revision.

Please try and read with your child daily.

We DO NOT intend homework to be stressful or to put the child or parent under pressure. It should not keep children up all night nor deprive them of going out or involving themselves in other interests. If there is a problem, please contact us.

We will also be using google classroom to set homework and assignments. Each child has their own login and password for this.

Uniform

We encourage children to take pride in their personal appearance and have regard for standards of personal hygiene.

- Full school uniform must be worn daily
- Black sensible shoes (NOT trainers, high heeled shoes, boots or sandals) should be worn to school. In Winter children should only wear shoes that come to ankle height. If children wear wellington boots to school, they should bring a change of shoes.
- Jewellery should not be worn. If absolutely necessary studs will be permitted
- Children's hair should be neat and not restrict vision. Coloured hair bands and hijabs should be restricted to dark colours
- Nail varnish is not permitted

All children are expected to wear PE kit for their health and safety. Games lessons are taught outside wherever possible in all seasons. In view of this please ensure that children wear their PE kit to school on their PE day (Friday). They will need:

- Black trainers
- House colour t-shirt and black shorts
- Tracksuits or a warm jumper are essential in the winter during a games lesson

PE kits should only include plain black shorts, tracksuit bottoms or leggings and PE sweatshirts. PE clothes should not have large logos or patterns. Football tops are not allowed at any time.

Please see our school website for a list of uniform items:
oakthorpe.enfield.sch.uk.

Clubs

Breakfast Club

The school runs a breakfast club from 7.45am daily. Breakfast club is lead by Oakthorpe staff. If children arrive before 8am the cost of the club is £3.00. After 8am the cost £2.50 which includes food. Places must be booked and paid for on parent pay.

Squirrels After School Club

Squirrels after school club runs daily. Squirrels is lead by Oakthorpe staff. Parents must ensure that sessions are booked online on ParentPay by 9am. Children who have not got a place booked by this time will not be able to attend Squirrels. This allows us to arrange appropriate staffing.

Extracurricular Clubs

A range of extracurricular clubs are available. Parents will receive email notifications at the start of term. Parent are advised to book clubs places on ParentPay quickly; places are limited and allocated on a first come first served basis. Clubs lead by external providers will need to be booked via their websites.