

Meet the Team

Years 3 & 4



Introduction to Phase - Year 3



Crimson Class

Mrs Khatun
Teacher



Crimson Class

Mrs Kazadi
Teaching
Assistant



Mrs Fletcher

Welfare Manage



Mrs Powell

AHT/ Inclusion
Manager



Mr Hudson

Headteacher



Ms Zietsman

Deputy
Headteacher

Mrs Valentim

AHT

Miss Poole

AHT

Fleecefield Primary School



Introduction to Phase - Year 4



Brown Class

Mrs Fox
Teacher



Year 4 Support

Mrs Lawrence
Teaching
Assistant



Purple Class

Mrs Rahman
Teacher



Mr Hudson

Headteacher



Ms Zietsman

Deputy
Headteacher



Mrs Fletcher

Welfare Manage



Mrs Powell

AHT/ Inclusion
Manager

Mrs Valentim

AHT

Miss Poole

AHT

Fleecefield Primary School



A vision for schools...



Future citizens



Family orientated



Our Team



Positive ethos



Rich and Diverse Texts



Inspiring and enriching curriculum



The whole child



Values



Provided new experiences and opportunities



Inclusivity



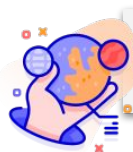
Vision and Values



“Fleecefield and Brettenham are **ambitious**, secure and **inclusive** learning communities, where **everyone** has **high expectations** of each other and is expected to develop to their **full potential**. Through strong partnerships and a passion for **lifelong learning**, we successfully grow together to be valuable contributors to our diverse **community** and to a **global** society.”



Ambition



Personal Growth



Inclusion

Fleecefield Primary School



Communication

Who to talk to..?

General Enquiries

Website

www.brettenhamprimaryschool.co.uk

Medical

Mrs Fletcher

Option 3

School Office

Office Team

Option 2

Special Needs

Miss Powell

Option 4

School Meals

Office Team

Option 2

Appointments with teachers can be made by speaking to a member of staff at the end of the day or by calling or emailing the school office.

Please do not email teachers directly, always use the school office:

Office@fleecefield.enfield.sch.uk

Learning and Behaviour

Day to Day
E.g. questions about learning, progress, behaviour

Class teacher

A bigger discussion
E.g. Ongoing behaviour concerns

AHT

Miss Poole
Mrs Valentine

Concerns
E.g. Racial or bullying, an urgent matter

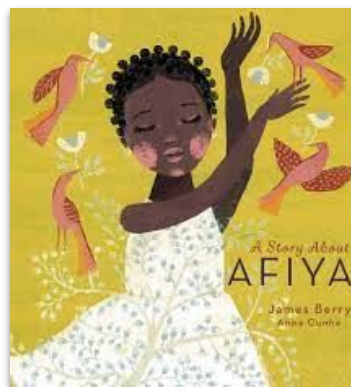
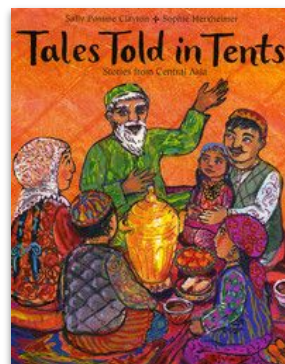
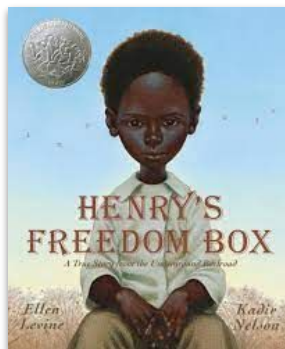
Mr Hudson -
Headteacher

Ms Zietsman -
Deputy
Headteacher

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Actively promote and celebrate differences



Close your eyes and think of a place where you feel you belong.



What creates this sense of belonging?

The Fleecefield Pledge

I believe that calling other people names is wrong and can have a negative impact, therefore, I pledge to do my best to:

- ★ Treat others how you want to be treated
- ★ Be kind, polite and respectful to others
- ★ Think about how your words and action make others feel
- ★ Build people up instead of putting them down
- ★ Celebrate our differences and never use racism or prejudice
- ★ **Report** those who are not upholding the schools values or following this pledge



REACH OUT

If you experience name-calling, remove yourself to a safe place and report the incident as soon as possible to a trusted adult.

“Be who you can see”

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Behaviour

Peg Chart System:

Gold	Each child has a name peg, and all children start the day on the green zone 'Ready to Learn' position. Adults in class and around the school are also able to reward positive behaviour by informing the class teacher and asking for that child's peg to be moved up on the peg chart
Silver	
Ready to Learn	
Verbal Warning	
Stage 1	
Stage 2	

Effort Charts

1 - Purple Badge	Effort charts will be used in conjunction with the class peg chart system.
2 - Red Badge	
3 - Gold Badge	At the end of each day, all children who have reached silver or above will receive a sticker on their effort chart. This will enable those children to earn a daily reward (a sticker) that will build toward receiving their first Effort badge. These badges will be presented to them in assembly.
4 - Silver Glittery Badge	
5 - Gold Glittery Badge	
6 - Ruby Glittery Badge	
7 - Headteacher's Award	



Attendance



Each day the register will be taken at 8:50am.



If you are ten minutes late in Year 3 & 4, you will miss whole class reading and reading intervention or closing the gaps from yesterday's learning.



Reminder: If your child is sick, you must ring the office to inform them by 9.20am on each day of absence explaining your child's symptoms.



Persistent absence may result in the parent being invited to meet with the Deputy Headteacher and/or the Education Welfare Officer (EWO) to try to resolve any issues.



Curriculum Overviews



Year 3 Curriculum Map



Geography OW	Rivers How rivers, people and land affect each other	Mountains How mountains interact with what is around them	Settlements How settlements are similar and different	Agriculture How are we connected to farmers	Volcanoes How volcanoes affect a place	Climate and Biomes How the climate affects the way people live
History OW	Ancient Egypt How Ancient Egypt changed over time?	Cradles of Civilisation How similar/ different Ancient Egypt and Ancient Sumer were	The Indus Valley How we know about the Indus Valley civilisation	Persia and Greece What Greek city-states have in common	Ancient Greece What historians learnt from the sources from Ancient Greece	Alexander the Great How Alexander the Great conquered so much
Computing Cringe	Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story using music and text.	Sequencing sounds Program a sequence using Scratch, creating a flute representation.	Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose	Events and Actions Writing algorithms and programs that use a range of events to trigger sequences of actions.	Branching databases Building and using branching databases to group objects using yes/no questions.

Parent Curriculum Sheets:
Available online soon!

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Educational Experiences

Year 3	Year 4
Autumn Spring Summer	Autumn Spring Summer



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Online Safety

 Share age limit of relevant app your children use.



 We are now a smartphone free zone

 Digital footprint means XXXXXX

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Reading

- We know how important reading is, therefore reading takes place every day at 09:00
- We love sharing stories with children, we have story time each day. Our book this ½ term is: XXXXX
- Reading Records
- Spelling tests once a week

How can you help at home:



[7 top tips to support your child at home](#)



Why is reading at home so important?

Children with access to 25 books at home complete an average of 2 more years of school than children from homes without any books.



Kids 4-5 years old gain 6 months of reading ability by being read to 3 to 5 times per week.



Reading is a critical skill for succeeding in most school subjects.



A child spends 900 hours a year in school and 7800 hours at home.

Research shows that just 20 minutes a day spent reading with a child helps them develop critical reading skills.



Learn more:

smartreading.org/parent-resources



RSHE - Pupils learn about families and relationships, physical health and mental wellbeing, being safe online and first aid and safety

Year 3	Year 4
<u>My healthy self:</u> How can I take care of my mind and body? <u>Connecting with others:</u> What helps us feel safe and included? <u>The online world:</u> How should we communicate online? <u>Citizenship:</u> What rights and responsibilities do we have? <u>Healthy protection:</u> How can we prevent illness and injury, and respond if they happen? <u>Citizenship:</u> What careers do people choose and why?	<u>My healthy self:</u> How can I make healthy choices? <u>Connecting with others:</u> How can we respect each other? <u>The online world:</u> How can we decide what to trust online? <u>Citizenship:</u> How can I spend my money wisely? <u>Growing up:</u> How will my body and emotions change as I grow up? <u>Staying safe:</u> What signs help me recognise what is safe or unsafe?

RSHE - Option to add some examples for Kapow

Types of bullying Click the headings to reveal names of groups. Click the button to reveal a bullying example.

Leaving someone out of a group chat on purpose.

verbal physical online

RSHE & PSHE © Kapow™ 2023

Interactive presentation

The Universal Declaration of Human Rights

Get started >

Kapow

Presentation: Communicating personal boundaries

1 What does Amira find uncomfortable? Click to listen to the audio.

I don't like it when people borrow my stuff without telling me. When we were drawing, my friend Nina couldn't find her rubber so she took mine out of my pencil case without telling me. Then, I couldn't find it when I needed it. I was very annoyed.

Amira Nina

RSHE & PSHE © Kapow™ 2023

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE

Look at the facial expressions - which feelings are being shown in each one?

There is no such thing as a "bad" Zone because there are times in which we all experience each Zone (even adults!).

It is OK to be in any Zone. It is how we manage being in each Zone that's important.

Sometimes we are expected to be in a certain Zone (e.g. the Blue Zone when it's time for bed, and Green Zone when we are learning).

It's important that EVERYONE knows and we ALL use the same language around the zones. Then we will all know how to help ourselves.

Pupil video: What is a balanced diet?

2:48

CC

What is a balanced diet?

The video shows a variety of food items, including eggs, chocolate, and vegetables, illustrating a balanced diet.

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Homework

Example what is set and when it is due

Year 3



Literacy Gold



Year 4



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Key Dates



Parent Consultations:

- Week beginning 16 November

Classroom Visits:

- Spring Term

Class Assembly Dates (9:00am):

- Reception Spring 1
- Year 1 Summer 2
- Year 2 Summer 1
- Year 3 Summer 1
- Year 4 Spring 1
- Year 5 Autumn 2
- Year 6 Autumn 1

Things to look out for:

- Year Group Discos
- Early Years & KS1 Nativity
- Year 6 Production
- Event days (Dress-up days)



Year 6 Secondary Transition

Deadline - 31 October 2026

 **eAdmissions** 2.7.1.2

[Home](#) [Help and Information](#) [About](#) [Local Authority Details](#)

[Register](#) [Sign In](#)

Welcome to eAdmissions

First time visitors

Create a new account.



[Register](#)

Existing Account

Sign into an existing account.



Please note: Accounts on the eAdmissions website may be archived / deleted if not used in the last 3 years. Sign in to see if your account is still available.

[Sign in](#)

Find schools

In your area.



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Types of Secondary School

Deadline:
31 October 2026

- **Community** – the Local Authority (elected Councillors) is responsible for deciding the admission arrangements for pupils
- **Foundation** – the School's Governing Body is responsible for deciding the admission arrangements for pupils
- **Voluntary Aided** – the School's Governing Body is responsible for deciding the admission arrangements for pupils
- **Academies and Free Schools** – publicly funded state schools. The Academy Council or School Governors are responsible for deciding the admission arrangements



Secondary School in Enfield

Deadline:
31 October 2026

AIM North London (A)

Bishop Stopford's CE (VA)

Edmonton County (A)

Enfield Grammar (A)

Highlands (C)

Laurel Park School (F)

Lift Aylward

Oasis Academy Hadley (A)

St Ignatius College (VA)

Southgate (A)

Winchmore (C)

ARK John Keats Academy (A)

Chace Community (C)

Enfield County School for Girls(C)

Heron Hall Academy (A)

Kingsmead (A)

Lea Valley Academy (A)

Oasis Academy Enfield (A)

**St Anne's Catholic High School
for Girls (VA)**

The Latymer (VA)

Wren Academy, Enfield (A)

Key: A – Academy
F – Foundation

C – Community
VA Voluntary Aided

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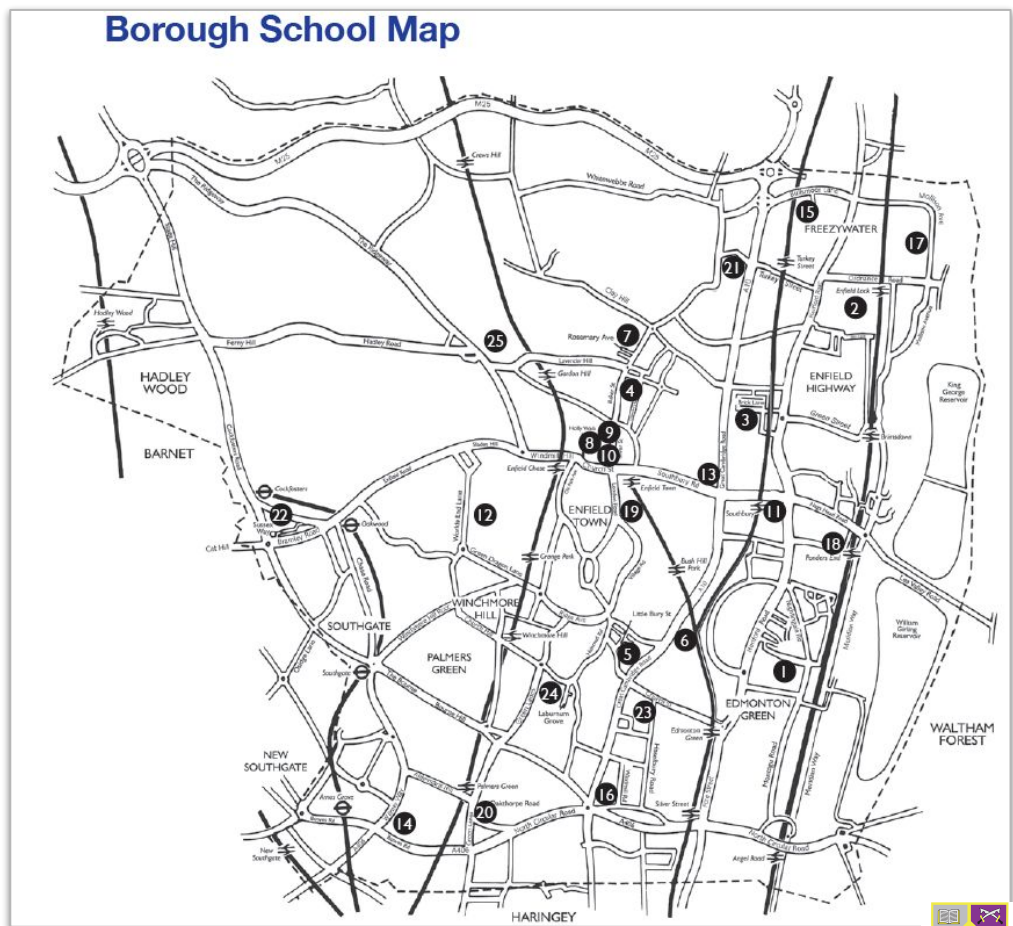


15 September - 8 October

Rules used to decide which children are offered places

- EHCP
- Public care or previously adopted.
- Medical grounds.
- Sibling attending the school
- Staff children
- Nearest to the school measured as the “crow flies”
- Test

Exceptions to Rules - Check schools



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Enfield will....

Deadline - 31 October 2026

- Allow 6 preferences allowed in London (Hertfordshire will only accept four Hertfordshire schools – don't include more).
- Equal consideration given to each school asked for; eg a 6th preference is ranked higher than a 1st preference if you live closer and it comes to distance criteria.
- Apply for schools outside the area on your behalf.
- If your child is eligible for more than one school, your preference order will be used to decide the final offer
- Single offer emailed on **1st March 2027** if you apply online

