



Welcome to our Parents' meeting

September 2025

Meet the team



Miss Bullock
3/4EB



Mrs Cope
3/4 MC



Mrs Cartwright
Class 3/4CW – Mon-Wed
SENDCO



Mrs Woodley
Class 3/4CW – Wed-Fri



Mrs Hill
Year 3/4 Teaching Assistant
Mon-Wed



Mrs New
Year 3/4 Teaching Assistant



Mrs Newman
Year 4 Maths, Spelling and cover

Purpose and aims



- To meet your child's new teacher and to answer any questions you may have
- To provide the expectations for the end of the year in terms of the curriculum
- To explain the purpose of planners
- To clarify information about the school – based on parent questionnaire feedback

School Life



A typical school day



Tuesday	Registration	English	Reading	Spelling	BREAK	Maths	LUNCHTIME	Registration	Foundation subject	Foundation Subject
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Expectations of the academic year



- We will now explore the curriculum content for Year 3 & 4.
- This is an overview of the year group of the relevant National Curriculum objectives.
- Essentially, each year group needs to be able to read and spell at their level. There are copies of the spellings relevant for each year group in the front of the planner. These are not exhaustive lists.

Year 3 & 4 Curriculum content – a general overview



▶ Reading:

- ▶ develop positive attitudes to reading, and an understanding of what they read.
- ▶ understand what they read, in books they can read independently.
- ▶ retrieve and record information from non-fiction.
- ▶ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

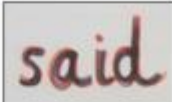
Year 3 & 4 Curriculum content – a general overview



► Writing:

► Spelling

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

1. Look at the word, read it and identify the tricky part. 	2. Rainbow write: First write the word in pencil. Then trace over the word three times in colour pencil or felt pen. 
3. Take a picture of the word in your head. Write the word in the air. 	4. Make letters or parts of the word into a picture to help you remember it e.g. in 'said' turning the 'a' into an apple and the 'i' into an ice-cream. 
5. Draw around the shape of the word in different colours. 	6. Fill in the missing letters - a i d - - i d - - - d - - - - 

Year 3 & 4 Curriculum content – a general

overview



▶ Writing:

▶ Composition

- ▶ plan their writing by:
 - ▶ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - ▶ discussing and recording ideas
- ▶ draft and write by:
 - ▶ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English organising paragraphs around a theme
 - ▶ in narratives, creating settings, characters and plot
 - ▶ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- ▶ evaluate and edit by:
 - ▶ assessing the effectiveness of their own and others' writing and suggesting improvements
 - ▶ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ▶ proofread for spelling and punctuation errors
- ▶ read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Curriculum Expectations

▶ Writing: (SPAG)

▶ Punctuation, vocabulary and grammar

- ▶ develop their understanding of the key concepts by:
 - ▶ extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
 - ▶ using the present perfect form of verbs in contrast to the past tense
 - ▶ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - ▶ using conjunctions, adverbs and prepositions to express time and cause
 - ▶ using fronted adverbials
- ▶ indicate grammatical and other features by:
 - ▶ using commas after fronted adverbials
 - ▶ indicating possession by using the possessive apostrophe with plural nouns
 - ▶ using and punctuating direct speech
- ▶ use and understand grammatical terminology accurately and appropriately when discussing their writing and reading

Year 3 & 4 Curriculum topics – non-core subjects



Topic includes history and geography.

Topics this year are: The Victorians, Saxons and Vikings and The Stone Age.

Science topics include Plants, Light and Sound, Living Things and their Habitats.

In addition, we teach: Art, Music, PE, French, PSHE, Computing, RE, DT.

P.E Kits



Attendance



Above 97%: Less than 6 days absence a year – Less than 30 Hours of Learning Lost

Excellent attendance! These young people will almost certainly get the best levels/grades they can, leading to better prospects for the future. Pupils will also get into a habit of attending school which will help in the future.

95%: 10 days absence a year – 50 Hours of Learning Lost

These pupils are less likely to achieve their target levels/grades and will start to find it difficult to maintain a habit of attending school regularly. Pupils who take a 2-week holiday every year can only achieve 95% attendance.

90%: 19 days absence a year – 95 Hours of Learning Lost

The Government classes pupils in this group as "Persistent Absentees", and it will be almost impossible to keep up with work and achieve their target levels/grades.

Parents of young people in this group could also face the possibility of legal action being taken by Dudley Council, including the issuing of Penalty Notices and Fines.

Homework

- ▶ Homework will be set weekly on a WEDNESDAY, this should be completed by the following TUESDAY.

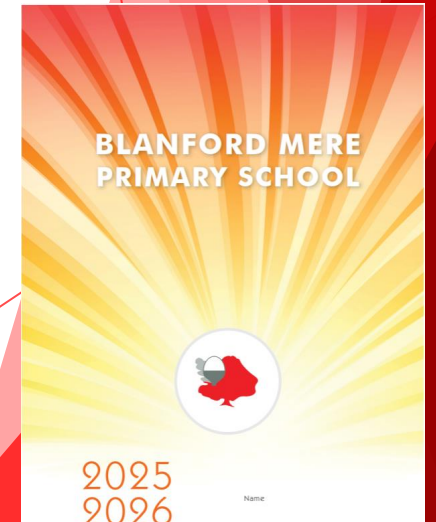


Online homework

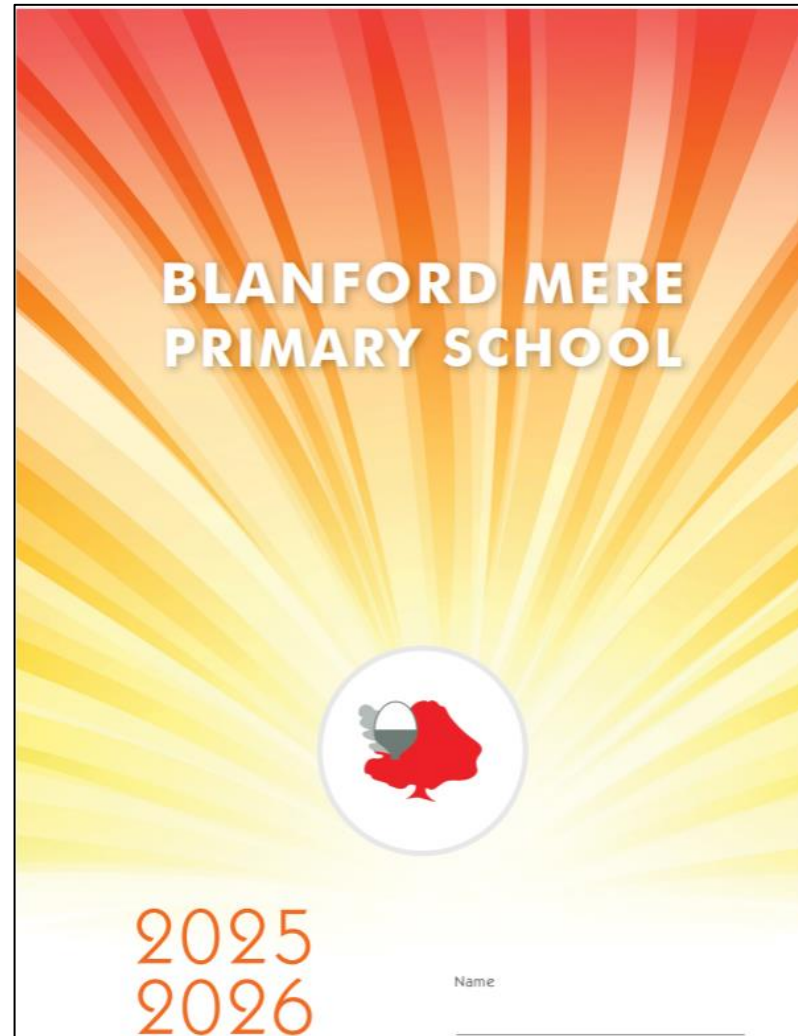
- Mathletics
 - Spelling Shed
 - Times Tables Rock Stars.
 - Numbots.
- Log ins for the above are put in the inside cover of the planner.



Spelling Shed

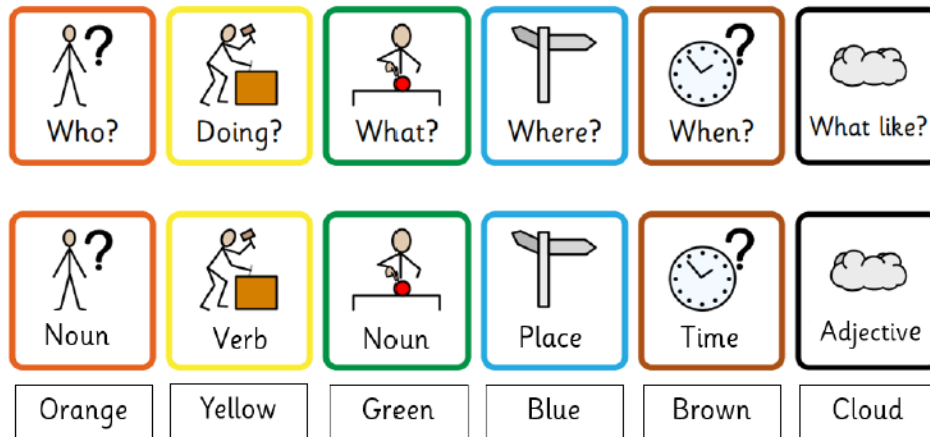


Planners



Planner content

- English glossary of terms – helpful for grownups as well as children!
- Writing – Alan Peat Sentences
- Maths Visual Calculation Policy
- Maths aids
- School's assessment policy
- Year group specific spellings
- Staying safe online



**BLANFORD MERE
PRIMARY SCHOOL**



2025
2026

Name

Behaviour Curriculum



S	 Self-belief
H	 Honesty
A	 Achievement
R	 Respect
E	 Enjoyment
D	 Determination



The Blanford Mere Way



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	SELF-BELIEF	HONESTY	ACHIEVEMENT	RESPECT	ENJOYMENT	DETERMINATION
All year groups from Nursery to Year 6	Explicit teaching of the full 'Blanford Mere Way' curriculum content	Ongoing revision of content	Longer recap of 'Blanford Mere Way' curriculum content	Ongoing revision of content	Longer recap of 'Blanford Mere Way' curriculum content	Ongoing revision of content

We believe that as our children practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

The Blanford Mere Way



Wonderful Walking

We know that we use **Wonderful Walking** to keep everyone **safe** in school and to make sure the learning of other children is not disrupted as people move around school.



Facing forward,
Walking at a steady pace; in a
straight line,
Hands behind your back,
Without talking during
learning time.



Super Sitting

We know that **super sitting** ensures that everybody is **ready** and able to learn without distractions.



Sitting up straight with legs
crossed,
Facing forwards with hands in your
lap,
Looking at the speaker,
Lips closed.



Legendary Lines

We know that **legendary lines** keep everyone **safe** in school and make sure the learning of other children is not disrupted as people move around school.



Our steps to Legendary Lines:

1. Face forward.
2. Stand in a straight line.
3. Hands behind your back without talking.



The Blanford Mere Way



Marvellous Manners

STEPS

Say full names when addressing members of staff.

Thank You – children know that they should say 'thank you' when they receive something or someone does something nice for them.

Excuse Me – children know that they should always use 'excuse me' if someone is in their way or they want to say something to someone when they appear busy.

Please – children know that they should always say 'please' when they are asking for something.

Smile – children know that they should demonstrate self-belief and be positive and upbeat when talking to adults and each other.



Tremendous Transitions

We know that **tremendous transitions** ensure a safe, calm and purposeful learning environment for all. They help to maximise learning time and create a sense of order and routine within the classroom and around school.

Our steps to Tremendous Transitions:

- 1) We are silent — to listen to instructions.
- 2) We are ready — to make the transition.
- 3) We are swift— to action the transition.

Examples of transitions may be moving from the carpet to tables; handing out books; lining up at the classroom door or leaving assemblies etc.



The Blanford Mere Way

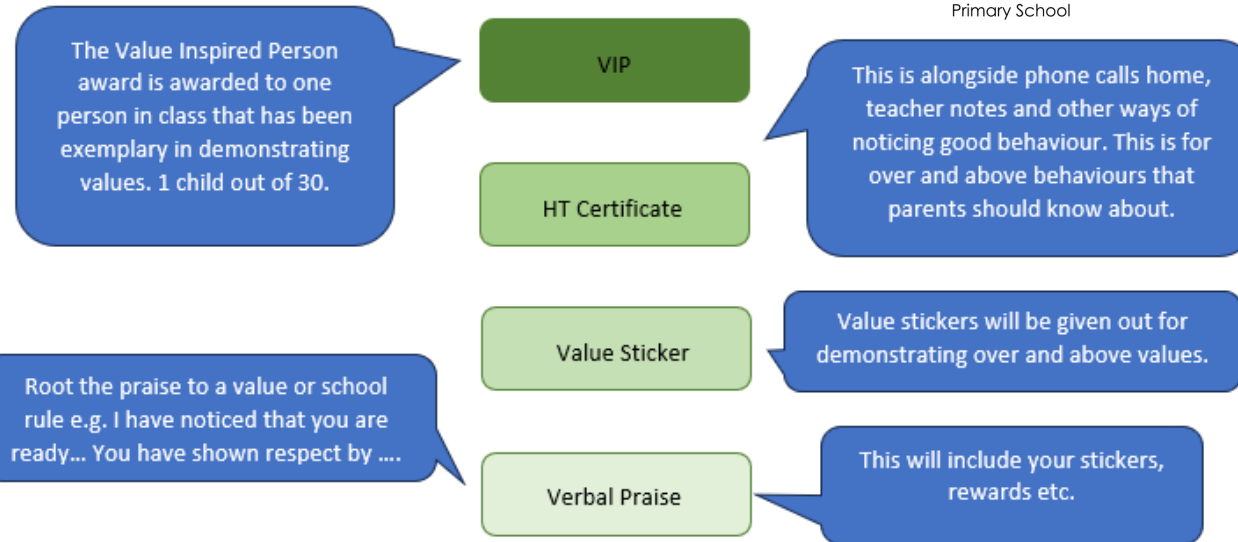


Shared Values
Day

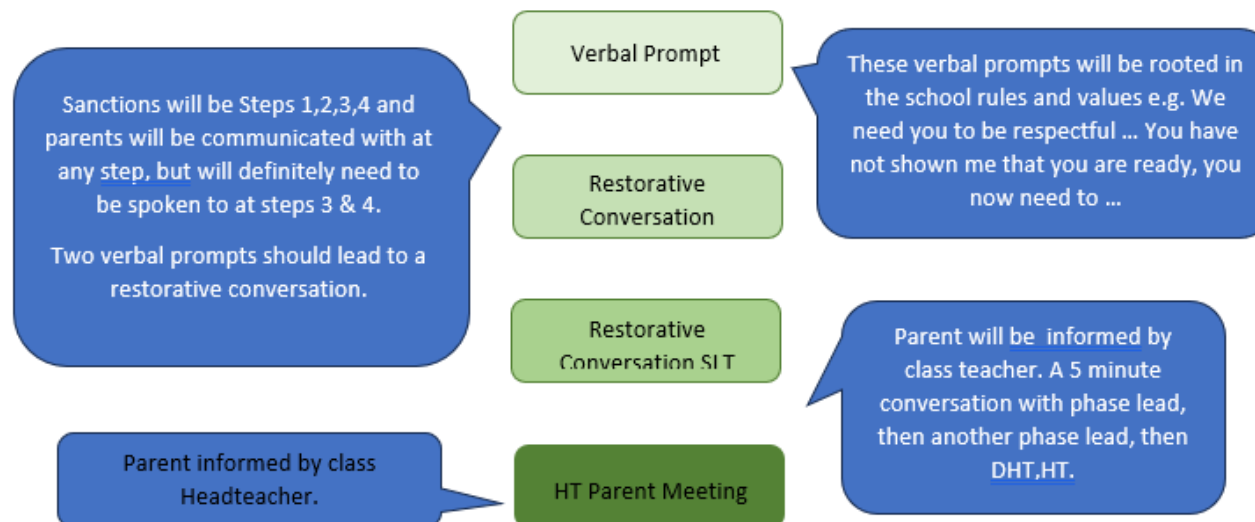


S	 Self-belief
H	 Honesty
A	 Achievement
R	 Respect
E	 Enjoyment
D	 Determination

BLANFORD MERE REWARDS & SANCTIONS CHART



BE READY BE RESPECTFUL BE SAFE



The Blanford Mere Way



Sanctions

At Blanford Mere, we have developed a consistent and robust behaviour curriculum that allows children to be taught and retaught expected behaviours. We believe in a consistent and immediate response to the behaviours that we do not wish to see.

If a child is not demonstrating the behaviours that we would like to see a **verbal prompt** will be given. This prompt will signal to children that they need to rectify their behaviour and respond appropriately. At this point, we would hope that the child is now demonstrating the right behaviour.

However, if this is not the case, a short **restorative conversation** will be had with the child at this point or at the end of the session. We believe it is the immediacy of the response, not the weight of the sanction that matters. During the conversation we will connect with the child, acknowledge the undesirable behaviour, discuss how this behaviour can be improved and move forward.

If this behaviour continues, a **restorative conversation with a member of the senior leadership team** will take place with the child. This will take place during a break or lunchtime session.

If all of these restorative approaches have not had the desired effect, a **meeting** will be arranged by the Headteacher with the child and their parents/carers.

This information will be recorded on a behaviour log and monitored by the Senior leadership team.

Anti-bullying

S – Several

T – Times

O – On

P – Purpose



Online Safety



- ▶ Talking about online safety
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>
- ▶ Setting up parental controls
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

Online Safety – Social Media

APPS AND THEIR AGE RATINGS

13+		13+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter		
 TikTok	 Kik	17+	18+
 YouNow	 Yubo	 Sarahah	 MeetMe
 House Party	 Monkey	 YOLO	 LiveMe

Online Safety

<https://nationalonlinesafety.com/guides>



What Parents & Carers Need to Know about
YOUTUBE KIDS

YouTube Kids is a child-friendly version of YouTube which offers a colourful and easy-to-navigate environment that's suitable for young children. This app is easily accessible and available for mobile devices, which can be downloaded without needing the YouTube app on the device. Despite YouTube Kids seeming like a very child-friendly platform, it has raised concerns over its advertising and inappropriate content seeping through the curation process.

SETTING UP

- Download the YouTube Kids app and connect your own YouTube channel.
- Input your child's name, age and birth month.
- Select the types of videos you want to include for your child based on their age and your own personal choice.
- If you decide to approve the content yourself, the app will present you with sample videos for you to accept and reject.
- Once you've made your choice, you're ready to use the app!

Advice for Parents & Carers

REMOVE ADVERTISEMENTS
YouTube Kids advertises on your child's screen as does the parent. If you decide you don't want your child to see ads, you can turn them off. However, this will remove all ads from the app, which means you won't be able to see what your child is watching. This is a trade-off that you need to consider.

BE AWARE OF UNSUITABLE CONTENT
YouTube Kids has a filter to remove content that is deemed inappropriate. However, this filter is not perfect and some inappropriate content may still be visible. It is important to monitor your child's viewing history and to be aware of the content they are watching.

RESTRICT VIEWING TIME
The YouTube Kids app provides you with the option of setting up a timer to restrict and limit your child's viewing time. This is a useful feature that can help you to manage your child's screen time.

Meet Our Expert
Chris Davies is a parent and has worked in the gaming industry since 2005, providing reviews and advice on gaming for parents and children. He has extensive experience in the gaming industry and is a regular contributor to National Online Safety.

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What Parents & Carers Need to Know about
WHATSAPP

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents, as well as making voice and video calls. It is available on most mobile devices and is a free service. However, it is important to be aware of the risks associated with using WhatsApp, particularly for children and young people.

WHAT ARE THE RISKS?

- SCAMS**: Fraudsters occasionally send WhatsApp messages pretending to be other people, encouraging the user to click on a link to win a prize. These links can lead to a website that is designed to steal your personal information.
- DISAPPEARING MESSAGES**: WhatsApp has a feature called 'disappearing messages' which allows users to send messages that will disappear after a set period of time. This can be used to share sensitive information, but it can also be used to share inappropriate content.
- ENABLING FAKE NEWS**: WhatsApp has been used to spread fake news and misinformation, particularly during the COVID-19 pandemic.

Advice for Parents & Carers

CREATE A SAFE PROFILE
Even though someone would need a child's phone number to add them to a group, it is still worth ensuring that your child's profile is safe. This includes using a strong password and being careful about what you share.

EXPLAIN ABOUT BLOCKING
If your child receives spam or offensive messages, they should block the sender. This will prevent the sender from contacting them again.

REPORT POTENTIAL SCAMS
If your child receives a message that seems suspicious, they should report it to WhatsApp. This will help WhatsApp to take action against the sender.

LEAVE A GROUP
If your child is in a group chat that is not for them, they should leave the group. This will prevent them from seeing any further messages from the group.

THINK ABOUT LOCATION
WhatsApp has a feature called 'location sharing' which allows users to share their location with others. This can be useful for sharing your location with a friend, but it can also be used to track someone's location.

DELETE ACCIDENTAL MESSAGES
If your child sends a message that they regret, they should delete it as soon as possible. This will prevent the message from being seen by anyone else.

CHECK THE FACTS
If your child receives a message that seems suspicious, they should check the facts before believing it. This can be done by searching for the message online or asking a trusted adult for advice.

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What Parents & Carers Need to Know about
MINECRAFT

Minecraft is a beloved classic of modern gaming. First released in 2011, this open-ended 'sandbox' game of building and exploration still has over 140 million players who happily return to play it at least once every month. Minecraft has also been utilised for much more than just entertainment: it's sometimes used in schools to teach children coding, and it's also employed as a tool for computer-aided design, which is another valuable skill. Encouraging creativity and problem solving, Minecraft has plenty to offer gamers of all ages, and it's available on almost all video game platforms.

WHAT ARE THE RISKS?

- PUBLIC SERVERS**: Joining a public network (called a 'server') lets your child potentially interact with strangers through text chat. Some servers focus on building, while others are dedicated to role-playing - encouraging direct player interaction. Anyone can join public servers and connecting to one is relatively simple. Public servers in addresses (and therefore someone's location) are easy to find with search engines.
- GRIEFING**: Some people in Minecraft delight in purposefully damaging or destroying another player's creation. This is called 'griefing' and is a form of bullying. It is intentionally spoils someone else's experience in the game by deleting hours of their work and forcing them to start from scratch. Many public servers treat griefing as a severe offence and frequently ban offenders.
- ADDICTIVENESS**: Minecraft's gameplay is relatively simple, and the outcome when a child has built something new, for instance, can be extremely gratifying. This can make the game highly addictive. It's easy to lose track of time while playing Minecraft, leaving committed young players to forget about other activities like homework or enjoying family time.

Advice for Parents & Carers

RESEARCH CONTENT CREATORS
There are a lot of Minecraft content creators who release helpful videos about the game on YouTube. Not all of them, however, are suitable for children. Watching these content creators' channels yourself first is a safe way to find appropriate Minecraft videos to share with your children. This also helps you learn more about the game itself, and how your child plays it.

CHOOSE THE RIGHT MODE
Selecting 'Creative' or 'Peaceful' mode allows children to play Minecraft without having to contend with enemies. It's also a great way for you to get used to playing the game with them, since the difficulty level is lower. This allows you to work together on a long-term project, creating something special without the threat of menacing zombies or creepers damaging your build.

ENCOURAGE BREAKS
It's easy for the hours to fly by while your child is playing Minecraft, so reminding them to take regular breaks is essential. This is a useful way for them to learn good time management, which they'll benefit from as they get older. It will also teach them to play Minecraft in moderation - keeping addictive behaviour and allowing them to manage their play better.

TALK ABOUT STRANGERS
At some point in their lives, almost everyone needs to have contact with a stranger online. Talking to your child about online safety, therefore, is a natural 'on' to having a plan to play for dealing with any hostile or difficult strangers. Ensure that your child knows never to tell a stranger about themselves online, and that they should come to you straight away if they do encounter a problem.

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Making an appointment



- ▶ We like to work together with parents; teachers may ask to see you at the end of the day to talk with you and your child. This may be to highlight things they've done well, support their learning or to discuss a behavioural issue. We work together to resolve issues.



Some Year 3/4
fun to look
forward to!



Finally...



Any questions?

