



Message from the Headteacher

I had the pleasure of accompanying our Year 5 pupils on their trip to Jorvik Viking Centre this week. The children were an absolute credit to the school, curious, respectful, and full of enthusiasm. They thoroughly enjoyed the experience, from exploring Viking life to asking thoughtful questions, and it was wonderful to see them so engaged. Trips like these are such an important part of school life. They help bring learning to life and create memories.

Two of our Year 3 classes also had the opportunity to step back in time during their visit to Manor Lodge, where they explored the Stone Age. They were full of excitement when telling me about the activities they took part in. It's always great to see history sparking such curiosity and imagination. Year 3M/C have this to look forward to next Monday.

This week, Mrs Thorlby led both our weekly Celebration Assembly and the Friday Assembly, where we recognised some wonderful achievements across the school. Mrs Thorlby also announced the new school council members for this academic year.

Our phase assembly was all about Autism. We champion understanding of autism at Nether Green Junior School, recognising that each of us is unique and learns in different ways. We discussed ways that we can help those around us.

Wishing everyone a great weekend!

Key Dates

29th September	Y3MC Visit to Manor Lodge
2nd October	Y6 Endcliffe Park AM
4th October	SFSS Cross Country 1—Ecclesall Woods
8th October	Green Room Children, Crucible Visit—The Storm Whale
9th & 10th October	Y4 SEND Reviews
10th October	Hello Yellow Children's Mental Health Awareness Day
10th October	Y5 Viking Day
11th October	Orienteering, EIS & Olympic Park Legacy
13 –22nd October	Y6 Bikeability
13th & 20th October	Y6 Sports Crew Training
16th & 17th October	Y3 SEND Reviews
18th October	SFSS Cross Country 2—Bolehills
20th October	Y6 SEND Reviews
21st & 22nd October	Parents Evening
22nd October	Y4 Ancient Greek Day
23rd October	INSET DAY
24th October	INSET DAY
4th November	Y2 Open Evening 5.45PM
6th-7th November	Y6 SEND Reviews

This Week's Awards



Y3NH	George S-J
Y3MC	Jude M
Y3WN	Leo R-C
Y4JE	Florence H
Y4HH	Sophie I
Y4TH	Tabby R
Y5BB	AashvikG
Y5KB	Jemma H
Y5KL	Leo H
Y6PK	Ruben M
Y6JC	
Y6OS	Toby T
IR	

House Points

Steel	31
Cutlers	27
Originals	24
Peaks	23

Focus Value - Respect

Our pupils will be encouraged to:

- Be polite and well-mannered
- Value themselves and other people
- Be respectful, tolerant and caring
- Have mutual respect and tolerance for all, including those with different faiths and beliefs
- Respect our school and its environment
- Take an interest in their community, country and the wider world

SPECIAL MENTIONS

Congratulations to the following children:

Y4JE ~ Maria + Leila

Y4TH ~ Liliana + Jacob

Y5KB ~ Ivor

Y6OS ~ Lewis

Y6PK ~ Daniel

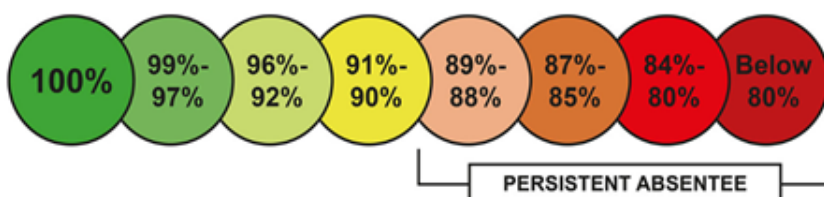


Attendance

Please ensure that your child is on time for school. Children can be brought into the yard from 8:40 am. Learning in school starts at 8:50 am.

ATTENDANCE MATTERS

On Time: First Time, Every Time



Which CIRCLE are you in?

Attendance Winners

Congratulations to:

Y4HH and Y5KL

Every week, we will highlight the class in each key phase with the highest attendance.

Community

Music of the half term - Baroque

Listening to music is fundamental to musical understanding. By learning to listen critically, our children will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Therefore, each half term we focus on a 'music of the half term' which is explored through assemblies and further listening opportunities.

This half term, we will be focussing on Baroque music, particularly exploring the work of Handel, Bach and Vivaldi. We will be comparing a typical Baroque orchestra to our school orchestra and identifying instruments that give Baroque music a unique sound, for example the harpsichord.



Language of the Half Term

Each half term we select a different language for the pupils to learn greetings and basic phrases. We choose languages which represent our school community. At Nether Green, we feel it is important to give bilingual children the chance to demonstrate their language skills as well as have opportunity to share details of their family's country and culture. Language of the Half-term also allows monolingual English speakers to encounter and learn to speak a variety of languages.

All teachers embrace the selected language of the half-term and actively encourage the children to say good morning, good afternoon and respond to simple yes/no questions in the given language.

Autumn 1 - Language of the Term - Spanish

Spanish is a global language with over 595 million total speakers, making it the world's second most spoken native language after Mandarin. Spanish is a largely phonetic language, meaning the spelling closely matches the pronunciation, making it relatively easier to learn. Being the official language in 21 countries, Spanish is primarily spoken in the Americas and Europe, as well as in Puerto Rico.

Spanish uses inverted question marks (¿) and exclamation marks (!) at the beginning of questions and exclamations, along with the standard ones at the end.

The demand for learning Spanish is increasing, as are Spanish-language cultural products like cinema, making it a language of growing importance globally.



Community

SEND & Inclusion



The poster is titled 'Sheffield SEND Local Offer' in a pink box. It features logos for Sheffield City Council and NHS South Yorkshire Integrated Care System. The main heading asks 'Does your child or young person have a special educational need or disability?'. The text explains that Sheffield City Council has a website with information about support and services for children and young people with special educational needs and disabilities aged 0-25 years, known as the 'Local offer'. It is part of a website called the Sheffield Directory, which also covers services for adults, children and families. A list of services provided by the Local Offer includes: ADHD, Autism, Sensory Processing and Neurodiversity; Childcare; Education and Learning; Preparation for Adulthood; Health and Wellbeing; Money Matters; Things to Do; Help with Caring; Getting Around; and Staying Safe. There are illustrations of a boy in a wheelchair and a girl in a blue hijab, and a QR code. At the bottom, it says 'Visit the website' and provides the URL <https://www.sheffielddirectory.org.uk/localoffer/>.

Sheffield SEND Local Offer

Does your child or young person have a special educational need or disability?

Sheffield City Council has a website with information about support and services for children and young people with special educational needs and disabilities aged 0-25 years. This is known as the 'Local offer'. It is part of a website called the **Sheffield Directory**, which also covers services for adults, children and families.

The Local Offer provides information on:

- ADHD, Autism, Sensory Processing and Neurodiversity
- Childcare
- Education and Learning
- Preparation for Adulthood
- Health and Wellbeing
- Money Matters
- Things to Do
- Help with Caring
- Getting Around
- Staying Safe

Visit the website

<https://www.sheffielddirectory.org.uk/localoffer/>

Safeguarding Top Tip

We take the online safety of our children seriously at Nether Green Junior School.

Our curriculum supports our children to make sense of the online world whilst teaching them how to stay safe and empowering them to be confident living in a digital world. Recently children have signed to agree to use ICT equipment in school safely, responsibly and with respect.

We ask children to report anything they see, hear or experience that they do not understand or makes them feel uncomfortable, and encourage parents to do the same if they feel we can help in any way.

Many of our children are online whilst they are at home. We encourage you to talk to your children about their online experiences so they can share their positive experiences and their knowledge with you and in turn, feel confident to report to you any experiences they are not so comfortable with.

NSPCC have published detailed safety advice for families. This includes safety guidance for over 80 apps.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

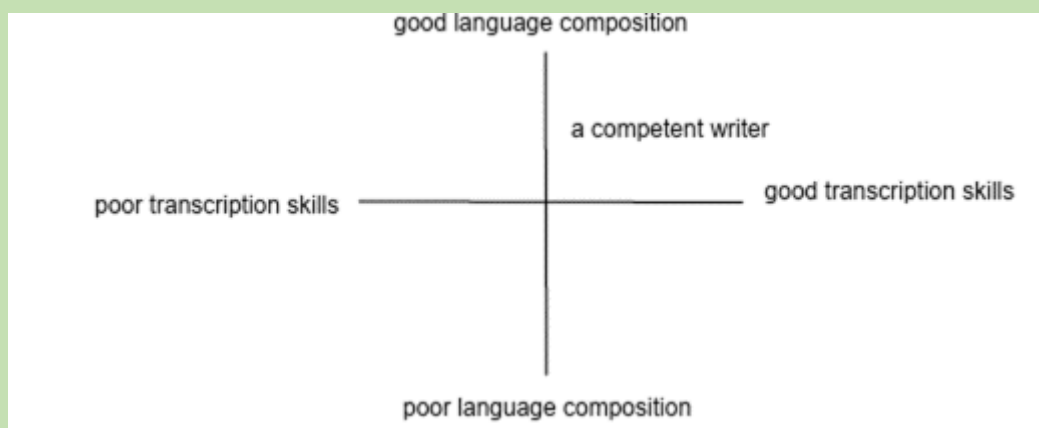
Whole school writing approach

Rationale behind the whole school handwriting approach.

As a school, we have adopted a new approach to the teaching of writing across all year groups. This includes explicit handwriting lessons in all classes and the use of line guides to support accurate letter formation. These changes have been made in response to work with external consultants (our School Improvement Partner over the last two years), the school's most recent OFSTED report, school writing outcomes and the new writing guidance published by the DfE - The Writing Framework (July 2025). https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf

This whole school approach aims to support the children to develop automaticity in their writing. In order for children to be fluent, confident writers they need to have both good language composition and good transcription skills. We recognise that our children are adept at language composition and that teaching of this is good in school, however too many of our children find transcription (spelling and handwriting) more challenging.

An illustration of the Simple View of Writing:



Education Endowment Foundation (2021) 'Improving Literacy in Key Stage 1'. Available at: *Improving Literacy in Key Stage 1*

Education Endowment Foundation (2021) 'Improving Literacy in Key Stage 2'. Available at: *Improving Literacy in Key Stage 2*

When children have mastered handwriting and are able to write with automaticity, they are able to focus on the content and structure of their work rather than the process of writing itself. Fluent handwriting lifts children's cognitive load and allows them to express themselves clearly.

The DfE writing framework states that '*Proficiency in writing is a key skill throughout school and life. Being able to express ideas clearly and write fluently creates opportunities.*' As a school, we believe that enabling our children to express themselves through the written word is a vital life skill, and supports children both in their creativity and academic work.

In order to support our children to achieve their potential, we have adopted a new handwriting approach across school, which aims to support children to become competent writers, focussing on accurate letter formation and writing fluency. This includes the use of specific line guides, adapted for all children's needs in order that they are able to accurately form their letters and develop fluency.

This approach is widely and successfully used in many schools (locally and nationally), including one of our feeder infant schools. All school staff have undergone extensive training ensuring that the children receive consistent support in all classes.

Spotlight on the Curriculum - Maths

Maths at Nether Green – Autumn term 2025

White Rose Maths Scheme

Across school we continue to use the White Rose maths scheme, a fantastic resource that ensures parity across year groups and the school. The scheme allows the teachers to support all learners, whatever their mathematical ability. All the lessons are supported with interactive flip charts to model and support the learning objective of each lesson.

The children are taught in blocks of work, then this is broken down into steps. These blocks last from two to four weeks, depending on number of steps.

These are the blocks of work for autumn 1 and 2 2025.

Y3 – Place value, addition/subtraction and shape

Y4 – Place value, addition/subtraction, area and multiplication/division

Y5 - Place value, addition/subtraction, multiplication/division and fractions

Y6 - Place value, addition/subtraction, multiplication/division, fractions and converting units

So far this term the children will have already covered place value and in the weeks leading up to Christmas will be covering a range of other areas (see above). This could be recapping on previous learning or introducing new concepts. This is alongside weekly Basic Skills sessions and Flashback maths. Basic skills sessions are a chance for children to consolidate on previous learning, practise formal methods and pick up on misconceptions. Flashback maths is where they solidify their grasp of previous areas of maths covered, consistently improving their short- and long-term memory.

Here are some examples of work so far.

1.0 To understand numbers to 100,000.

a) Circle 412

b) Draw counters in the place value chart to represent 5,321

Th	H	T	O
5	3	2	1

c) $2,865 + 1 = 2,866$ ✓
 $2,865 + 10 = 2,875$ ✓
 $2,865 + 100 = 2,965$ ✓
 $2,865 + 1,000 = 3,865$ ✓

d) $1,256 - 1 = 1,255$ ✓
 $1,256 - 10 = 1,246$ ✓
 $1,256 - 100 = 1,156$ ✓
 $1,256 - 1,000 = 256$ ✓

4 Complete the table.

Number	1 more	10 more	100 more	1,000 more
3,000	3,001	3,010	3,100	4,000
7,213	7,214	7,223	7,313	8,213
4,510	4,511	4,520	4,610	5,510
1,281	1,282	1,291	1,381	2,281
1,899	1,900	1,909	1,999	2,899
6,959	6,960	6,969	7,059	7,959

1.0 To round any is bigger.

1) 3,400 ✓
 2) 3400 ✓
 3) 55 • 6,000
 4) 300,000 400,000

5 Complete the table.

Rounded to the nearest	3,147,283	68,547	1,656,908	900,571
10	3,147,290	68,550	1,656,910	900,570
100	3,147,300	68,500	1,656,900	900,600
1,000	3,147,000	69,000	1,657,000	901,000
10,000	3,150,000	70,000	1,660,000	900,000
100,000	3,100,000	100,000	1,700,000	1,000,000
1,000,000	3,000,000	0	2,000,000	1,000,000

6 Circle all the numbers that round to 30,000 to the nearest 1,000

38,350 ✓ 38,499 ✓ 37,500 ✓ 38,580 ✓
 27,690 ✓ 37,099 ✓ 37,999 ✓ 38,098 ✓

7 There is a digit missing from each number.

320,657 ✓ 38,501 ✓ 319,999 ✓

Fill in the missing digits so that each number rounds to three hundred and twenty thousand when rounded to the nearest 10,000. Is there more than one answer for each? Yes ✓
 Talk about it with a partner.

Formal methods and presentation

In maths the emphasis has not only been on mastering the intricacies of mathematical operations but also on refining their presentation skills. The importance of presentation is really helping the children especially when solving addition, subtraction, multiplication and division problems using formal methods.

L.O To use column addition.

*** B

①
$$\begin{array}{r} 43675 \\ + 15859 \\ \hline 59534 \end{array} \checkmark$$

②
$$\begin{array}{r} 37649 \\ + 14631 \\ \hline 52280 \end{array} \checkmark$$

③
$$\begin{array}{r} 58595 \\ + 25274 \\ \hline 83869 \end{array} \checkmark$$

④
$$\begin{array}{r} 26828 \\ + 13457 \\ \hline 40285 \end{array} \checkmark$$

⑤
$$\begin{array}{r} 49274 \\ + 34797 \\ \hline 84071 \end{array} \checkmark$$

⑥
$$\begin{array}{r} 65936 \\ + 25349 \\ \hline 91285 \end{array} \checkmark$$

⑦
$$\begin{array}{r} 13619 \\ + 7685 \\ \hline 21504 \end{array} \checkmark$$

✓

✗

Times tables

Times tables is key to supporting children in so many areas of maths. All children can access Times Table Rockstars (TTRS) and small amounts of regular time are very useful.

To encourage the children, we will be presenting weekly 'Times table Rock Stars' certificates - keep an eye out for the winners in the newsletter.

Year 3

Y3 visited Manor Lodge to learn even more about the Stone Age. They took part in lots of activities including shelter building, making our own spear (and hunting) and looking at a timeline to see how far back in time the Stone Age really was. They even did some cave painting in the dark! It was a great day and we had lots of fun!



Year 4

As part of the build-up to our retell of Theseus and the Minotaur, Y4 had a go at working together to act out different parts of Theseus and the Minotaur. The groups then performed their scene to the class in order to retell the key events. The Y4s showed fantastic teamwork and creativity. Well done!



Year 5



This half term, our Art focus is the Arts and Crafts movement and we will be taking inspiration from this to design and make our own clay Viking brooches. So far, we have learnt about what this movement was and who was involved, we have tried our hand at replicating and extending some of their patterns, and we have experimented with different techniques we can use to shape clay. Here are a selection of photos showing our designs and research.



Year 6

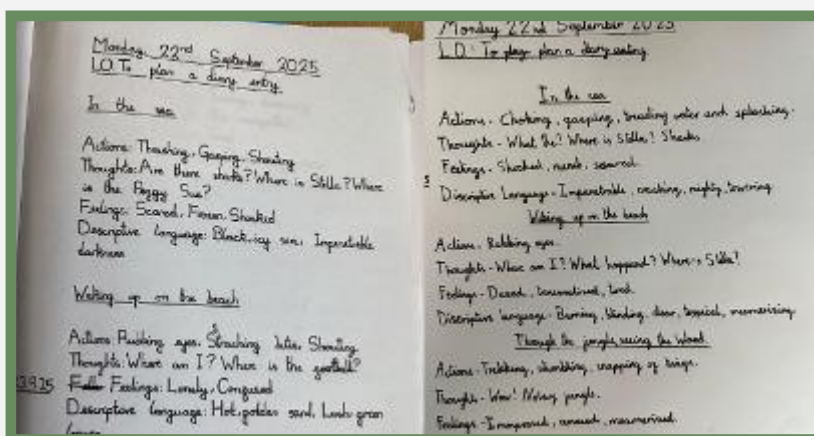
Year 6 have been practising their football skills and ball control with Sheffield United.



In science, we have been exploring the impact of multiple bulbs in a circuit.



We are continuing to focus on presentation and high standards in all lessons. Now that we are in Year 6, we are role models for the whole school!



Integrated Resource



Our Y3 children have visited Manor Lodge this week. They enjoyed learning about the stone age, building shelters, painting by candle light and worked as a team to roll 'giant stones' across the landscape.

As part of our 'all about me' topic, we have been discussing what we are good at, and what we would like to get better at.



Our Y5's have been learning about the Vikings; having a go at using clay to make a Viking brooch

In the Green Room, we have enjoyed colour mixing this week; having a go at experimenting with different colours using paint.



Lunch Menu - w/b 29th September

Nether Green Juniors

Spring / Summer Menu Week 1

14th April, 5th May, 26th May, 16th June, 7th July, 28th July, 18th Aug, 8th Sept, 29th Sept, 20th Oct



WEEK ONE	FAVOURITES MONDAY	WORLD TUESDAY	ROAST WEDNESDAY	PIZZA PARTY THURSDAY	FISH FRIDAY
Main Meal Option	Pork Sausage Toad in the Hole & Home-baked Potato Wedges	Red Tractor Mild Chicken Curry, Mixed Wholegrain & White Rice	Roast Chicken, Stuffing & Mash Potato with Gravy	Wholemeal Margherita Pizza & Wedges	Fish Fingers & Chips
Vegetarian Meal Option	Veggie Sausage Toad in the Hole & Home-baked Potato Wedges	Mild Sweet Potato & Chickpea Curry & Mixed Wholegrain & White Rice ^{VG}	Quorn Grill, Gravy, Stuffing & Mash Potato	Butternut Squash Risotto	Vegetable & Bean Quesadilla with Chips
Baked Jacket Potatoes	Jacket Potato with Cheese, Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Beans or Tuna Mayonnaise	Jacket Potato with Cheese, Beans or Salmon Mayonnaise
Street food		Chicken Fajita Pasta		Tuna Melt with Wedges	
Vegetables	Broccoli, Cauliflower & Carrots & Sweetcorn	British Red Tractor Garden Peas, Sliced Carrots	Broccoli, Cauliflower & Carrots	Carrot & Cucumber Sticks or British Red Tractor Garden Peas, Sweetcorn	British Red Tractor Garden Peas, Baked Beans
Dessert	Banana mousse & Orange Smiles	Marble Sponge & Custard	Ice Sponge	Vanilla Cookie	Jelly & Fruit

Portion(s) of fruit or veg
 Source of wholegrain
 Contains plant-based proteins
 50% fruit
 Oily fish
 Vegan
 VG

England's target for 'free sugar' intake for your child
 Recommended fruit and vegetable portion sizes are calculated using School Food Standards.
 On average our desserts do not exceed a third of a child's recommended 'free sugar' intake.

SUFC October half-term camps

As the end of September is already fast approaching we are now looking ahead to our October camps, please could you share the links below with your parents.

LU Thorncliffe - <https://officialsoccerschools.co.uk/sheffieldunited/25-26-luthorncliffe-october-football-camp.html>

LU Graves - <https://officialsoccerschools.co.uk/sheffieldunited/25-26-lugraves-october-football-camp.html>

LU Westfield - <https://officialsoccerschools.co.uk/sheffieldunited/25-26-luwestfield-october-football-camp.html>

Wisewood - <https://officialsoccerschools.co.uk/sheffieldunited/25-26-wisewood-october-football-camp.html>

Handsworth - <https://officialsoccerschools.co.uk/sheffieldunited/25-26-handsworth-october-football-camp.html>

Girls Only

LU Westfield - <https://officialsoccerschools.co.uk/sheffieldunited/25-26-lu-westfield-girls-only-october-football-camp.html>

LU Graves - <https://officialsoccerschools.co.uk/sheffieldunited/25-26-lu-graves-girls-only-october-football-camp-1.html>

We do have an disability specific camp that was piloted during the summer, should you want any more information on this for any of your pupils please reach out to our disability officer - Brad Fox (cc'd)