



Welcome to — Class 2 —

Years 3&4
2024-25

Meet the Staff

Monday to Friday:

Class Teacher: Miss Higgins

Teaching Assistants: Miss Hampton
& Mrs Daymond

Tuesday afternoons:

PE: Pacey Clifton & Ed

Music lesson: Mrs Harcourt



FROM LITTLE ACORNS MIGHTY OAKS GROW



OUR MISSION

We are **compassionate** - we ensure everyone belongs in our school community by recognising and nurturing diversity and equity.

We are **curious** - we create memorable experiences and aspirational journeys.

We are **courageous** - we can make a positive difference through determination and perseverance.

OUR VISION

We will make a promise of excellence and unswerving devotion to create a community where each little acorn belongs. Through mutual respect and honesty, we will encourage and nurture.

We will lay the foundations to develop an enduring love of learning and ambition so pupils feel empowered to steer their own lives, challenging and supporting those around them.

We will motivate and provide direction and purpose so children build a sense of community they are proud to be a part of.

We will serve our whole school community to mastermind journeys and create memories to allow our mighty oaks to flourish.

SCHOOL VALUES



Compassion



Curiosity



Courage

TRUST VALUES

Relationships

Excellence

Service

Passion

Ethics

Collaboration

Trust



<https://www.acornsprimary.co.uk>



From Little Acorns, mighty oaks grow.

Learn, Grow, Succeed Together.



Compassion, Curiosity, Courage

Be ready.



Be respectful.



Always do my best.



Be ready: embrace high standards in all we do; come to school with a ready to learn attitude (properly equipped and wearing school uniform); ensure high attendance and punctuality; be ready for learning; attend parents' evenings and workshops to support learning and wellbeing; communicate effectively.

Be respectful: value, respect and include everybody; care for all children in school; create a safe and happy environment in which every child matters; move around school safely; support school's policies.

Always do my best: be compassionate, curious and courageous; celebrate successes; learn from mistakes; support home learning; work in partnership; stay safe online; make the most of every minute of learning and social times; enjoy being part of the school team.



Acorns Mission Statement: From Little Acorns, mighty oaks grow

Stour Federation: Learn, grow, succeed together

Aims

- Consistent approach
- Strengthen confidence & motivation
 - Talk & connect
 - Support & challenge
- Effectively manage conflict

Positive Recognition

Verbal praise
House points
Values tickets
Recognition board
Stickers & stamps
Certificards & Ambassadors
Postcards

Reminder

Warning - assert choice direction

Talk Time - restorative conversation

Talk Time

1. What happened?
2. What have your thoughts been since?
3. What are your feelings?
4. Who was affected and how were they affected?
5. What are everyone's needs when it comes to what should happen next?

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological.

It can happen face-to-face or online.

We use the acronym **STOP** to remind children that while bullying behaviour can be a one-off incident, bullying is when the behaviour carries on **Several Times On Purpose** and the child should **Start Telling Other People**.

S
Several

T
Times

O
On

P
Purpose

Class 2 Charter 2024-2025

- As a class, we want to feel...

Safe, respected, excited, happy, encouraged, calm, listened to, unique, welcomed, proud, brave, relaxed, pleased, exhilarated, confident, focused, optimistic and included.

- To feel this way, we will...

Remember to use our manners, be kind to everyone, be a good friend, listen to everyone, be quiet and respect everyone, always follow the 3Bs, follow the school & British values, support others around school and look after everyone and our school.

- If we get upset, we will calm down by...

Using the calming corner, closing our eyes and counting to ten, taking deep breaths, using a stress ball, telling others to get help, going to downtime breaks, thinking of something nice to take our mind off the problem, taking 5 (if appropriate), going to the library to read a book and doing some mindfulness colouring.



ParentPay

Things to remember!

Dinners should be ordered & paid on ParentPay on the Sunday before the week starts.

Messages can be emailed to the school office:
admin2639@welearn365.com

Letters and monies are mostly handled electronically so please keep on top of Ping messages.



Typical School day

8:35am: School gates/doors open - morning activity set for children.

8:50am: Assembly

9:05am: Maths

10:30am: Break

10:45am: English

12pm: Lunch - split into 2 sittings

1pm: Book Talk reading lesson

1:30pm: Topic lesson

3pm: Collect things ready for home & story

3:15pm: Hometime

Class 2 reminders

Remember a water bottle everyday.

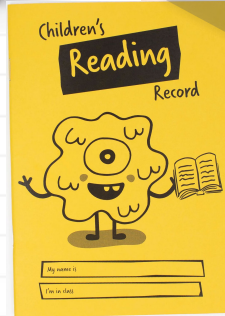
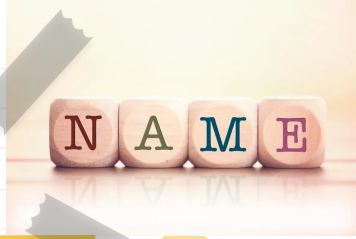
Pencil cases can be brought into school and must be left in school to avoid forgetting/losing equipment needed.

Reading books & diaries should be brought in each day.

Fresh or dried fruit snacks only.

We are a nut & sesame free school.

Please name all uniform & sports kit.



Important days & dates



- PE: Tuesday and Friday
- Forest School: Spring term
- Family Assembly: once per month on a Friday
- Music - Tuesday afternoon until February half term with Mrs Harcourt
- Protective Behaviours: 4 lessons in October/November
- Y4 Multiplication Tables Check (MTC): June 2025
- RSE: July 2025

Autumn Driver Project

Through the Ages

This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.



Autumn Companion Projects

Contrast and Complement
(Art & design)

Prehistoric Pots (Art & design)

One Planet, Our World
(Geography)

Cook Well, Eatwell (DT)

Animal Nutrition and the
Skeletal System (Science)

Spring Driver Project

Misty Mountain, Winding River

This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.



Spring Companion Projects

Animal (Art & design)
Functional and Fancy
Fabrics (DT)
Vista (Art & design)
States of Matter (Science)
Grouping and Classifying
(Science)

Summer Driver Project

Invasion

This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.



Summer Companion Projects

Fresh Food, Food Good (DT)
Warp and Weft (Art & design)
Food and the Digestive System (Science)
Sound (Science)

Knowledge Organisers

Through the Ages

Prehistory in Britain started c750,000 BC, when several species of humans arrived from Europe. Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. Each period is named after the main material used to make tools at that time.

Stone Age			Bronze Age	Iron Age
Palaeolithic c750,000–c10,000 BC Duration: 740,000 years	Mesolithic c10,000–c4000 BC Duration: 6000 years	Neolithic c4000–c2500 BC Duration: 1500 years	c2500–c800 BC Duration: 1700 years	c800 BC–AD 43 Duration: 843 years

Stone Age

Tools and weapons – Tools were made from stone, wood and bone. They were used for digging, hunting and chopping.

Everyday life – Stone Age people were hunter-gatherers. They followed and killed animals and gathered seasonal food. They made clothes from animal skins and created cave art.

Settlements – People lived in temporary shelters or caves in the Palaeolithic. People lived in more permanent settlements in the Neolithic.



Beliefs – People built monuments, including stone circles, henges and earthworks. Historians believe that they used these monuments for gatherings and worship.

End of the Stone Age – The Beaker folk arrived from Europe and brought their knowledge of metalworking to Britain.

Bronze Age

Tools and weapons – Bronze tools were sharper, stronger and more efficient than stone tools. Bronze tools were owned by the wealthy.

Everyday life – The Beaker folk brought their knowledge of metalworking and pottery making to Britain. Bronze tools made farming more efficient, so there was more food and the population grew.

Settlements – People lived in permanent settlements, in roundhouses. They used walls and fences to protect their homes.



Beliefs – People were buried with objects, including Bell Beaker pottery, to use in the afterlife. They threw weapons and objects into rivers as offerings to the gods.

End of the Bronze Age – People stopped using metal during a time called the Bronze Age collapse.

Iron Age

Tools and weapons – Iron tools and weapons were sharp and strong. Everyone could own iron tools and weapons, not just the wealthy.

Everyday life – Iron tools made farming more efficient and iron weapons were available to everyone. Tribes attacked each other to steal their land, food and possessions. People created art, music and poetry.

Settlements – People lived in hillforts surrounded by ditches and fences to stop attacks from enemy tribes. People lived in roundhouses inside the hillfort and farmed the land outside.



Beliefs – Priests called druids led worship. Humans were sacrificed as offerings to the gods. People threw votive offerings into rivers and lakes.

End of the Iron Age – The Romans invaded and conquered Britain in AD 43. They created written records, so this event ended prehistory in Britain.

Knowledge Organisers

- Essential facts and vocabulary children will need to know and understand for their topic.
- Read the organiser together with your child.
- Quiz and self-quiz.
- Repetition and regular retrieval will help the children commit the information to their long term memory (learn by heart).
- Children take quizzes at the end of every topic so this will be good practice for them.

Homework

This policy has been written in consultation with children, parents and staff. We believe that homework is important in developing independence, resilience, responsibility and resourcefulness in our children as well as reinforcing the learning which takes place in school. We also believe that it should not be onerous to children, parents or staff and we acknowledge the importance of children taking part in activities with their families and developing other interests outside of school as a means of developing the 'whole' child. We believe that parents/carers should be empowered to achieve a happy homework/life balance for their children. Therefore, children at Acorns Primary School will be set compulsory weekly homework as well as additional homework which will run throughout each term.



Home Learning Policy



Homework

PRINCIPLES OF OUR HOMEWORK POLICY

- Ensure a consistent approach throughout the school.
- Offer clarity about expectations and responsibilities.
- Provide opportunities for home and school to work in partnership.
- Encourage children to develop independence and confidence as life-long learners.
- Provide opportunities for children and adults to enjoy learning together.
- Expected homework is based on retrieval of previous learning and practice.

Class 2 - Years 3 & 4

- | | |
|---|--|
| <ul style="list-style-type: none">• Reading & verbal questioning/discussion - 15 minutes at least 4x/wk (see guidance & appendix 2).• No Nonsense spellings. 7 words each week, 1 from the previous spelling pattern, 3 from learning that week and 3 from National Curriculum common exception/statutory word lists. Spelling books sent home each Friday; children to <u>practise</u> the 7 words (see guidance & appendix 3) and return books the following Wednesday.• Total Recall practice: Times Table Rockstars and Total Recall prompt sheets. | <ul style="list-style-type: none">• CGP Grammar books - x1 activity every 2 weeks• Mathletics - x2 activities per week• Termly Cornerstones topic homework ideas & knowledge <u>organiser</u> retrieval• Mathsframe - Multiplication Tables Check preparation (Y4 only) |
|---|--|

3. EXPECTATIONS

We expect all children to: read, practise their phonics/spellings and practise for Total Recall badges every week, inline with our 3Bs and Values (appendix 1). Children should be supported to complete this practice at home by parents/carers (guidance is provided in section 4 of this policy).

Spelling homework

Within class sessions a range of strategies for learning spellings are introduced and practised. This enables pupils to choose the strategies they find most effective for learning different words. Each week the children (Y2-Y6) will bring home a list of spellings which they have been learning in school (in their homework books). We ask that the children learn the spellings and practise in their homework books or on any suitable spelling app, such as Spelling Shed & Squeebles Spelling Test (if your child practises on an app rather than in their book, please just write a quick note in the homework book under that week's spelling list to inform the teacher of this).

No Nonsense Spelling Programme

Drawing an image
around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

Words without
vowels

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:

f ____ ld

Spelling homework

Throughout the school week, children will be quizzed on these words to ensure that the words have transferred from their short term memory to their long term memory, resulting in spelling fluency and accuracy when writing. There will be no formal weekly spelling tests, but a spelling test at the end of every half term, the results of which will be shared with parents.

Pyramid words

This method of learning words forces you to think of each letter separately.

p
py
pyr
pyra
pyram
pyrami
pyramid

You can then reverse the process so that you end up with a diamond.

Other strategies

Other methods can include:

- Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- Making up memorable 'silly sentences' containing the word
- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word
- Clapping and counting to identify the syllables in a word.

Spelling continued!

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

	look	say	cover	write	check	correction
text						
text						
text						
text						
text						
text						
text						
text						

ink saving Eco



Reading

Reading: sharing books and reading is an extremely important homework practice and we encourage children to read daily with their parents/carers. This should be a mixture of a child reading a book to an adult as well as a parent/carer reading to a child. Parents/carers are encouraged to discuss books with their child to develop their understanding as well as fluency (appendix 1 will help support this discussion along with the resources on our school website: <https://www.acornsprimary.co.uk/reading-at-home/>). All reading should be recorded in the child's school reading record by the child and/or parent.

Reading with children



Top tips:

Regularly. Read regularly for short bursts of time.

Enthusiastic. Show your enthusiasm and enjoyment, children look up to you to model.

Ask. Take the time to discuss and ask questions, let the children ask you questions too.

Divide. Share the reading, listen to them but let them listen to you read too.

Choose a skill focus for your reading session, you can choose more than one:

Decoding & fluency

Expression & Intonation

Comprehension

Every session	Step 1 is always the same, no matter the reading focus. 1. Introduce the book to child. Tell them how much of the book they will read during this session.
Decoding & fluency <i>Practise 'sounding out' words than are unknown to the child.</i>	2. Phonics book: Look inside front cover and point out the sounds evident in this book / tricky words. AR book: point out any tricky words/sounds within the text they will be reading. 3. Child to begin reading. Support any words they are unsure of by helping them to break the word into sounds, and 'sound out'. Blend together and repeat word. 4. Adult could model whole sentences, child can repeat the sentence (echo reading). 5. Finish with a discussion about what you have read together (you could ask some questions) and congratulate child. 6. Write & share comment with child relating specifically to this skill. Eg: Child A read the tricky words, but needed support with 'aw' and 'ch' sounds.

Total Recall

Total Recall: children are requested to regularly practise times tables on Times Table Rockstars using their individual log in provided to them. Prompt sheets

(<https://www.acornsprimary.co.uk/homework/>)

may also be provided from time to time/when requested to assist - see appendix 3. Children in Reception are encouraged to use the Numbots app for 5-10 minutes three times a week to support the development of their maths fluency. Numbots provides opportunities to practise number activities, including subitising, counting, addition and subtraction, and supports children in working towards gaining their Total Recall badges.



Mathletics

Mathletics: maths is set for every child in Years 1 to 6, using an online platform - 'Mathletics'. This gives children and parents immediate feedback on progress. Each child is given a personal login. Please use the back of the homework book provided for jottings and calculating; whilst the questions are asked via the online platform, children are not expected to answer mentally - they will need to write down and calculate answers. Opportunities will be provided to allow children who cannot access the internet at home to complete activities at school at theirs/parents'/carers' request. If you experience any problems with Mathletics, please contact them directly to resolve the issue.



Grammar

Children in Years 3 to 6 will be provided with a CGP Grammar book for their year group at the start of the academic year. Teachers will set an activity every 2 weeks in line with the writing processes & grammar taught in school. The activity set will reinforce learning that has already happened/is happening currently. Parents/Carers are asked to work through the answers (provided in the book) to help their child mark their work and discuss any errors. CGP books can be handed in to the class teacher at any point within the 2 week period, and teachers will be on hand during that time to answer any queries and provide support.



Topic

Cornerstones Topic Homework Ideas: At the end of each term, children will be provided with a 'Homework Ideas' sheet for their next topic. Children are free to choose any activity from the sheet or create their own similar activity which can be brought into school any time after the holiday in which it was sent. Pupils can complete as many of the activities as they wish and work can be brought in at any time during the new topic. All projects completed at home will be shared with class members. Paper Knowledge Organisers will also be provided for the main topic and companion project knowledge organisers will be sent electronically. These knowledge organisers are a great resource for quizzing and checking knowledge on a regular basis.

Through the Ages



These activities are for you to do at home with an adult. You can do all of them or choose the ones that you find most interesting.

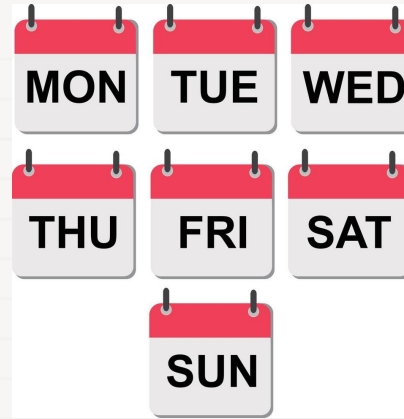
Activities

1. Create a timeline to put the following periods of prehistory into chronological order: Bronze Age, Iron Age and Stone Age (including the three periods of the Stone Age, Neolithic, Palaeolithic and Mesolithic). Use the internet or information books to find the approximate dates for each period.
2. Use information books and the internet to find out about one of these aspects of Stone Age life: settlements, food, clothing, tools and weapons. Use your research to create an information poster about your chosen aspect. Include images and topic-specific vocabulary to make your information poster interesting for the reader.
3. Who was the Cheddar Man, and what does he tell us about life in prehistoric times? Visit the Natural History Museum website to find out the answer to this enquiry question. Record key information that you learn about the Cheddar Man on a mind map. Expand on the information in your mind map by writing a detailed answer for the enquiry question.
4. Use the internet and information books to find images of artefacts from the Bronze Age. Use your existing knowledge and further research to create a table to provide information about some of the artefacts. Include an image or drawing of the artefact, the name of the artefact, its use and what it tells us about everyday life in the Bronze Age.
5. In Britain during the Bronze Age, for the first time, there was a difference between those people who had wealth and those who did not. This was because some people had access to metals, while others did not. Use your research skills or existing knowledge to answer the following questions about this aspect of Bronze Age life.
 - Why did access to metal mean that some people were rich and others were not?
 - Which members of the Bronze Age communities controlled the metal mines?
 - Why did the wealth of some people cause conflict?
 - How did the conflict change the way that people built Bronze Age settlements?

Logistics & Expectations

Reading, times tables and spellings are ongoing activities throughout the week and should be practised as often as possible with a minimum expectation of reading 4x per week. Spellings will be given out on Fridays and are to be returned by the following Wednesday, with evidence of practice or a written comment to say spellings have been practised on an electronic device/app. Spelling patterns will be checked during informal quizzes throughout the week; there will be a spelling test at the end of each half term.

For weekly homework, we recognise that people prefer to complete work at different times to others (often depending on other commitments) and therefore our schedules always include weekends and weekdays so the most suitable time can be chosen by the family.



4



Logistics & Expectations

Cornerstones Topic homework can be returned at any point during the term in which that topic is being studied.

Mathletics marks automatically and gives the pupil instant feedback; activities will be set each Monday, to be completed by the Sunday of that week.

Teachers may give verbal praise, stickers and stamps as well as house points for completing homework activities. In Years 1 to 6, for every Mathletics activity attempted/completed, children will be awarded 5 house points and similarly, in Years 3 - 6, for every Grammar activity attempted/completed, children will be given 5 house points. Headteacher reward slips will be awarded to all children completing any Cornerstones project homework.



Communication

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- Seesaw
- Reading records
- Curriculum Newsletter
- Monthly Newsletter
- Ping
- admin2639@welearn365.com
- Termly surveys
- Parents' Evening twice per year
- Parent Sharing afternoons termly



face **YOUR**
PROBLEMS
DONT
facebook.
THEM!!

Any Questions?

Please feel free to ask questions now.

If there are any further questions for your new class teacher please contact us on admin2639@welearn365.com using 'FA0 Class 2 2024' in the subject line.

