



# Welcome to — Class 3 —

Years 5&6  
2024-25

# Meet the Staff

Monday to Friday:

Class Teacher: Miss Lauren Taher

Teaching Assistants: Mrs Gardiner

Monday & Tuesday:

Teaching Assistant: Miss Pearce

Tuesday afternoons:

PE: Pacey Clifton

Geography lesson: Mrs Young



# 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 **S**everal **T**imes **O**n **P**urpose and the child should **S**tart **T**elling **O**ther **P**eople.

**S**  
Several

**T**  
Times

**O**  
On

**P**  
Purpose

# Class 3

## As a class we want to feel:

- safe
- proud
- noticed
- motivated
- appreciated
- listened to
- included
- like we belong

## In order to feel this way, we will:

- be respectful to others
- talk to a trusted adult in school if we have something on our mind
  - be kind and compassionate
  - listen to adults when they are talking
  - ensure that everyone feels valued
- be role models for the other children in our school
  - be mindful of an appropriate noise level
  - celebrate each other's achievements

## When we get upset, we will:

- talk to a trusted adult or use the worry box
  - take some deep breaths
  - apologise for any wrong-doings
  - take some time in the calming corner
- try and change your mindset to be more positive



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](mailto:admin2639@welearn365.com)

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

Please complete the Google Form for Y5/6 children who are allowed to walk home alone.



## 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

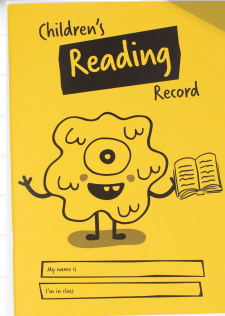
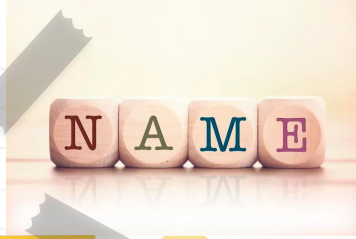
1pm: Book Talk reading lesson

1:30pm: Topic lesson

3pm: Collect things ready for home, Newsround and Story

3:15pm: Hometime





## Class 3 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 days: Tuesday and Friday
- Forest School: Summer term
- Family Assembly: once per month on a Friday
- Music Tuesday afternoon after February half term with Mrs Harcourt
- Y5 Residential: March 2025
- Protective Behaviours: 4 lessons in October/November
- RSE: July 2025

# Autumn Driver Project

## Dynamic Dynasties

This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.



# Autumn Companion Projects

Taotie

Forces and Mechanisms

Earth and Space

Tints, Tones and Shades (Y5)

Investigating Our World

Moving Mechanisms

# Spring Driver Project

## Sow, Grow & Farm

This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.



# Spring Companion Projects

Eat the Seasons

Human Reproduction and Ageing

Line, Light and Shadows

Nature's Art

# Summer Driver Project

## Groundbreaking Greeks

This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.



# Summer Companion Projects

Architecture

Properties and Changes of Materials

Mixed Media

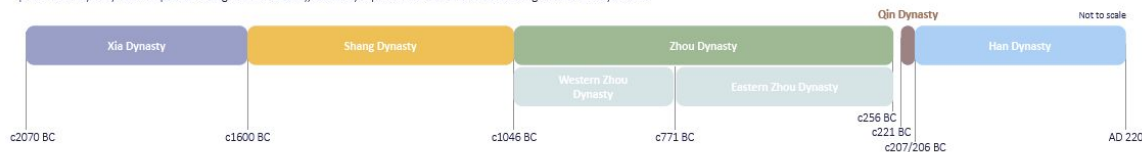
Expression



# Knowledge Organisers

## Dynamic Dynasties

A dynasty is a system of rule where the throne passes from one member of a ruling family to another. Dynasties have ruled China for 4000 years, from c2070 BC until 1912. During that time, around 15 different dynasties have held power. Each dynasty made important changes to the country, but many aspects of life in China started during the first five dynasties.



### Shang Dynasty

The Shang Dynasty is the earliest ruling dynasty in the recorded history of China. The Xia Dynasty is thought to have gone before, however there is no recorded evidence to support this. The Shang Dynasty reigned during China's Bronze Age, from c1600 to c1046 BC, and were known for their advances in bronzework, silk manufacture, jade carving and military technology.

#### Yinxu

Scholar Wang Yirong, discovered evidence of the Shang Dynasty in 1899, when he found ancient Chinese writing on bones that he had been given to treat malaria. He traced the bones to the modern day city of Anyang. The Shang Dynasty capital of Yin was discovered in Anyang in 1928. Excavations at the site, known as 'Yinxu', or 'Yin ruins', uncovered the remains of palaces, temples and tombs. Archaeologists also found many bronze and jade objects, as well as thousands of oracle bones. These finds provided a wealth of information about how people lived and worshipped.

#### Oracle bones

Oracle bones are pieces of sheep or cow bone, or turtle shell. Shamans or kings wrote questions on these bones to ask for guidance from the deities. Holes in the bones were then heated until they fractured. The patterns of fractures were interpreted as the answers to the questions. In this way, Shang Dynasty kings consulted the deities about the outcome of harvests, droughts, health issues and military strategies.



#### Religion

People in the Shang Dynasty worshipped the king of the gods, Shangdi. They also prayed to lesser gods who controlled aspects of the world, such as the sun, wind, rain and moon. People made offerings and sacrifices to please their deceased ancestors. They believed that the soul lived after death, so they buried objects, including ritual vessels containing food and drink, for the dead to use in the afterlife.



Shangdi surrounded by attendants

#### Bronze

Bronzeworking skills were a major advance during the Shang Dynasty. People learned to smelt copper, tin and lead to make bronze. Skilled craftspeople created vessels that were used for rituals and offerings to the gods. Bronze weapons, such as daggers and spearheads, also gave the Shang Dynasty warriors an advantage over their enemies.



Houmuwu ding from Yinxu

#### Jade

Jade is a hard and rare stone, made from the mineral nephrite, which is difficult to shape and carve. Jade was used for jewellery, ornaments, weapons, tools and ritual objects. It was precious and a symbol of purity and virtue.



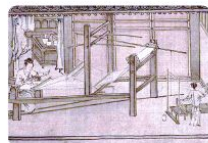
Jade plaque, c3500-c2000 BC



Jade bi

#### Silk

Silk was a popular and highly desirable fabric. It was made from threads produced by silkworms. Exquisite fabric was made for clothes and luxury goods, which were worn by the nobility and traded.



# 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 3 - Years 5 & 6

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Reading &amp; verbal questioning/discussion - 20 minutes at least 4x/wk (see guidance &amp; appendix 2).</li><li>• 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 practise the 7 words (see guidance &amp; appendix 3) and return books the following Wednesday.</li><li>• Total Recall practice: Times Table Rockstars and Total Recall prompt sheets.</li></ul> | <ul style="list-style-type: none"><li>• CGP Grammar books - x1 activity every 2 weeks</li><li>• Mathematics - x2 or 3 activities per week</li><li>• Termly Cornerstones topic homework ideas &amp; knowledge organiser retrieval</li><li>• Y6 SATs activities/revision</li></ul> |
|--|--|

### 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

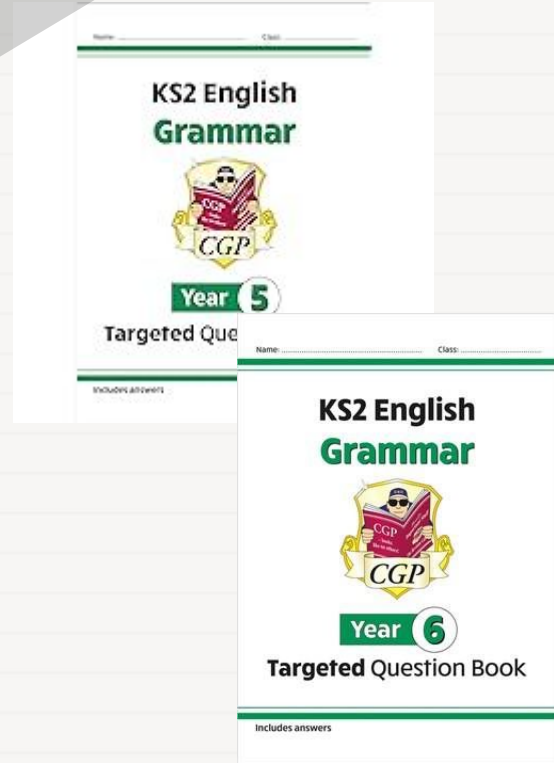
**Mathletics:** maths is set for every child in Years 1 to 6, using an online platform - 'Mathletics'. This gives children and parents immediate feedback on progress. Each child is given a personal login. Please use the back of the homework book provided for jottings and calculating; whilst the questions 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.

## Dynamic Dynasties



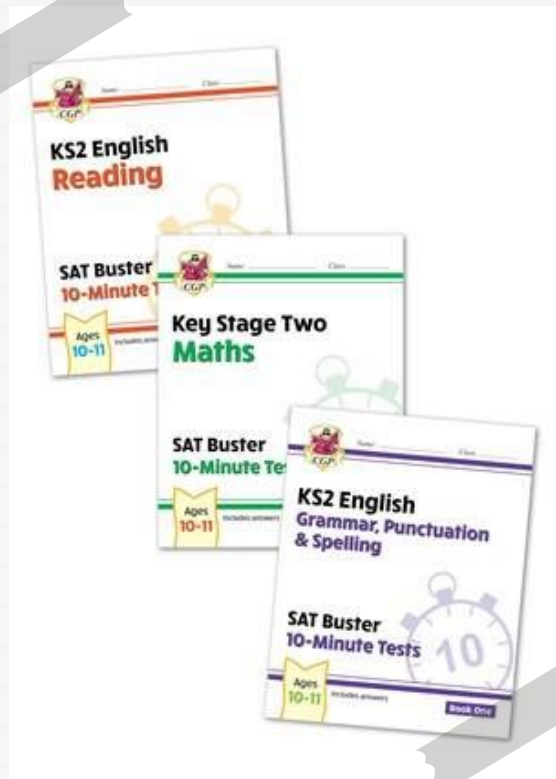
These activities are for you to do at home. You can do all of them or choose the ones you find most interesting.

### Activities

1. Use your existing knowledge and research skills to write a few sentences about each of the following Chinese dynasties and periods. Present your sentences on a timeline.
  - Xia Dynasty (c2070–c1600 BC)
  - Shang Dynasty (c1600–c1046 BC)
  - Western Zhou Dynasty (c1046–c771 BC)
  - Eastern Zhou Dynasty (c771–c256 BC) including the Spring and Autumn Period and the Warring States Period
  - Qin Dynasty (c221–c207 BC)
  - Han Dynasty (c206 BC–cAD 220)
2. Use a range of sources to create a mind map about the Shang Dynasty. Include the headings: dates, location, how the dynasty began, beliefs, everyday life, warfare, achievements and how the dynasty ended. Use your mind map to write a non-chronological report. Include a title, opening paragraph, subheadings,

# Y6 SATS

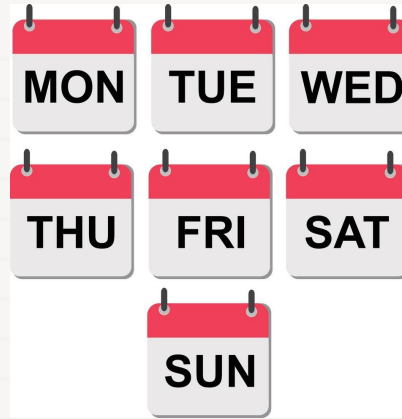
**SATs:** Year 6 children may be given additional booklets/activities to complete in the Spring term which will help them to revise for end of key stage tests. These activities provide an excellent means for consolidating learning and for identifying next steps; parents' and children's engagement is paramount.



# 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

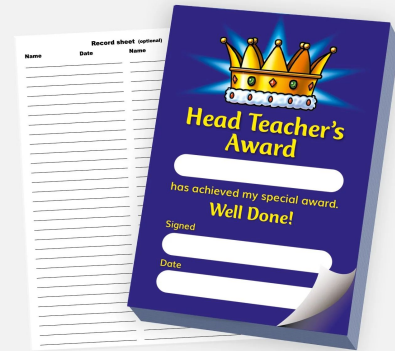


# Logistics & Expectations

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

- Seesaw
- Reading records
- Curriculum Newsletter
- Monthly Newsletter
- Ping
- [admin2639@welearn365.com](mailto: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](mailto:admin2639@welearn365.com) using 'FA0 Class 3 2024' in the subject line.





