Welcome to Chestnut Class

Mr Isaac

Settling In

The team are showing so many strengths so far:

Positive attitude

Polite manners

Daily home reading

Effort in lessons

Super smart uniform

Green choices

Our VERSE: Voice, Everyone, Respectful, Safe, Effort

At Springfield, we follow these 5 learning and behaviour standards which are drawn from our Commitments and UNCRC Rights Respecting articles.

Voice

We use our **voices** to fix problems and stand up for what is right so that everyone feels safe and valued.

Everyone

We include **everyone** and respect everyone's rights so that no one is left out and everyone can learn.

Respect

We treat everyone with **respect** so that our school is a safe and happy place.

Safe

We make **safe** choices so that nothing gets damaged and no one gets hurt.

Effort

We make our best **effort** so that we can learn and be proud of ourselves and each other.

Working in Partnership

We really value working in positive partnership with you.

We are available for brief questions/ information sharing at the end of the day.

If you would appreciate a longer conversation, please book an appointment through admin@springfield.hackney.sch.uk

Please update me or Doreen in the office if there are any changes at home I should be aware of.

Home learning

Year 1 Home Learning Menu - Autumn 1

Subject	Review	New
Reading	Choose a book you read over the summer and complete the Aidan Chambers *Likes, Dislikes, Patterns and Puzzles* grid on the other side of this sheet. **Likes** (What caught your attention? What made you want to keep reading?) **Dislikes** (Was there anything that made you feel uncomfortable or put you off reading?) **Puzzles** (Was there anything you found strange or surprising?) **Patterns** (Was there anything you noticed, did it remind you of anything?)	This half term, you will be learning all about the seasons of winter and autumn. Make something to contribute to your class display. Check out these links to a range of autumn and winter craft ideas: https://www.activityvillage.co.uk/autumn-crafts https://www.activityvillage.co.uk/winter-crafts You are also welcome to create something based on your own unique idea! **Oracy task: Time to Talk** The start of a new year is the perfect time to set goals. Have a conversation with someone at home about targets you are working to achieve this year. *This year, I would like to…* *When I am older, I would like to…* *I am reaching high to achieve…* *In my new class, I would like to…* This half-term, you will learn all about seasons in science. Explore this page from BBC science to embed this learning here: https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7 . This video also brings the changing seasons to life. https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-the-changing-seasons/zh4rkmn

Home learning

Home reading - every day

Spelling - a list per week handed out on a Friday for a quiz

Please bring home learning books in on Friday so we can celebrate what has been done.

Extra reading is always valued and celebrated!

Reading book change: Tuesdays
Spellings quiz and new spellings: Fridays

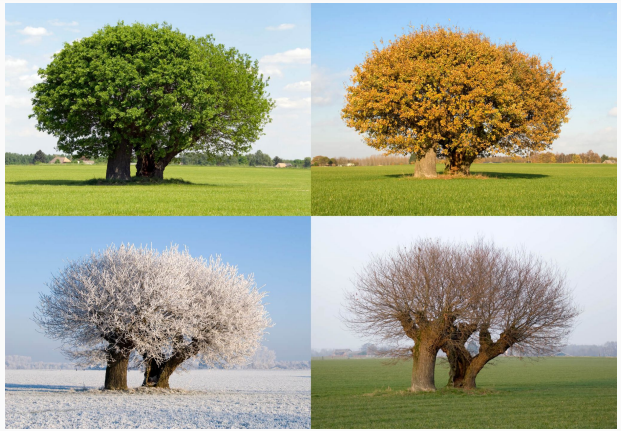
Likes (What caught your attention? What made you want to keep reading?)	**Dislikes** (Was there anything that made you feel uncomfortable or put you off reading?)
Puzzles (Was there anything you found strange or surprising?)	**Patterns** (Was there anything you noticed, did it remind you of anything?)

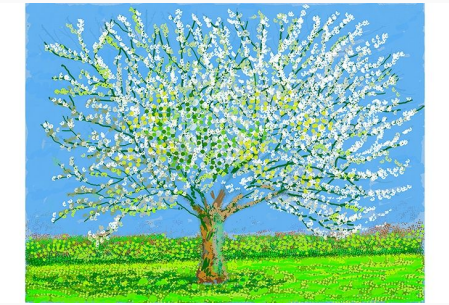
Yearly Overview

Year 1 - Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities	Sunshine to Storm	Past Present Future and First Flight (week 7)	Explorers (Geography)	Explorers (History)	All Around Me	Beach Combers
Science	Seasonal Change	Properties of Everyday materials	Human bodies – parts and senses	Seasonal Change – comparative focus	Animals	Plants
Reading	RWI Phonics + Read Aloud Spine /Talk Through Stories Wild Sun, Rain (Sam Usher) Billy and the Beast Bedtime Monsters	RWI Phonics + Read Aloud Spine /Talk Through Stories Three Billy Goats Gruff Beegu The Lonely Beast	RWI Phonics + Read Aloud Spine /Talk Through Stories The Storm Whale George and the Dragon Winnie the Witch	RWI Phonics + Read Aloud Spine /Talk Through Stories Lost and Found Mae Among the Stars Man on the Moon	RWI Phonics + Read Aloud Spine /Talk Through Stories Lila and the Secret of the Rain One day on our blue planet The Emperor's Egg Ruby's Worry Ravi's Roar	RWI Phonics + Read Aloud Spine /Talk Through Stories The Lighthouse Keeper's Lunch Stone Girl, Bone Girl Greta Thunberg - Little People, Big Dreams + Greta and the Giants The Snail and the Whale Tiddler
Writing *Grammar foci on writing curriculum*	Cycle 1: instructions for a terrible soup and a tasty soup (Billy and the Beast) Cycle 2: instructions to prepare for different weathers (Sam Usher book stimulus) Cycle 3: Talk for Writing - Wild	Cycle 1: Talk for Writing - Three Billy Goats Gruff Cycle 2: information about toys and school (then and now) Cycle 3: reader response writing. Write to characters to reassure (Beegu and the Lonely Beast)	Cycle 1: Talk for Writing - The Storm Whale Cycle 2: instructions for how to draw and human/monster and how to get ready for school Cycle 3: reader response writing. Descriptive writing based on George and the Dragon and Winnie the Witch	Cycle 1: Talk for Writing - Lost and Found Cycle 2: biography of Mae Jemison and Robert Falcon Scott Cycle 3: reader response writing. Writing diary entry as Mae and as Bob from Man on the Moon	Cycle 1: Talk for Writing - Lila and the Secret of Rain Cycle 2: information text about animals Cycle 3: reader response writing. Writing to Ruby and Ravi from Ruby's Worry and Ravi's Roar to give advice.	Cycle 1: Talk for Writing - The Lighthouse Keeper's Lunch Cycle 2: biography of Mary Anning and Greta Thunberg. Cycle 3: reader response writing. Writing in role as Tiddler and Snail to recount their adventures
Art/DT	Art Painting	DT Structures Freestanding Structures	Art Printing	DT Mechanisms Wheels and Axles	Art Textiles	DT Cooking and Nutrition - Preparing fruit and vegetables
RE	How and why do people celebrate Harvest?	How and why do Christians celebrate Christmas?	Who are the Muslims in our community?	What does Divali teach Hindus about good and evil?	What is important to Jews?	
PSHE	Being Me in My World Class Learning Charter	Celebrating Difference – what makes use different = special and unique	Dreams and Goals – how success feels	Healthy Me – value body and keep safe, healthy and happy	Relationships – appreciating people who are special to us	Changing Me – identifying body parts using correct language. Learning which parts are private.
Computing	Online Safety Computing Systems and Networks Improving Mouse Skills	Programming 1 Algorithms Unplugged	Skills Showcase Rocket to the Moon	Programming 2 Bee-Bots	Creating Media Digital Imagery	Data Handling Introduction to Data
Music	Exploring Pulse and Tempo 1: Feel the Beat	Exploring Rhythm 1: Playing and Copying	Exploring Pitch 1: High and Low	Creating Music 1: Sound Effects and Storytelling	Singing and Playing Skills 1: Pitch-Matching	Understanding Rhythm and Pitch (Percussion)

Curriculum Highlights





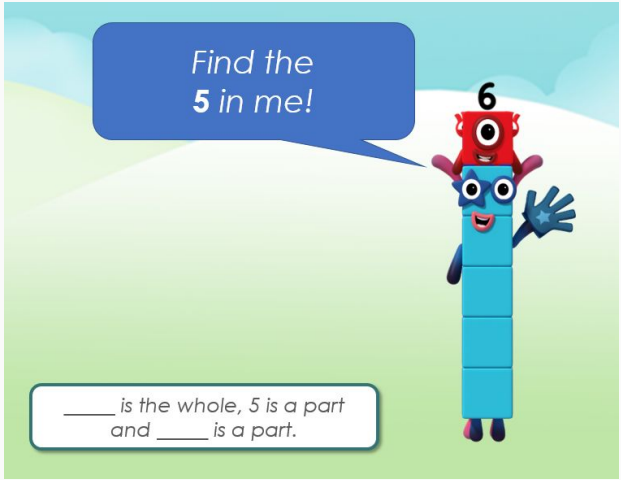
Art - Seasonal drawings
David Hockney
Primary and secondary colours

Computing
Online safety and hardware

Geography:
Sunshine to Storm
What are the seasons?
What weather is like around the world?

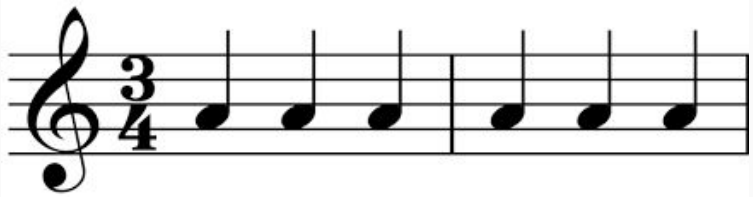
Science:
Seasonal change
Exploring in forest school sessions
Learning Days of the week, months and years.

Curriculum Highlights



Maths
Subitising to 5

Numbers to 100



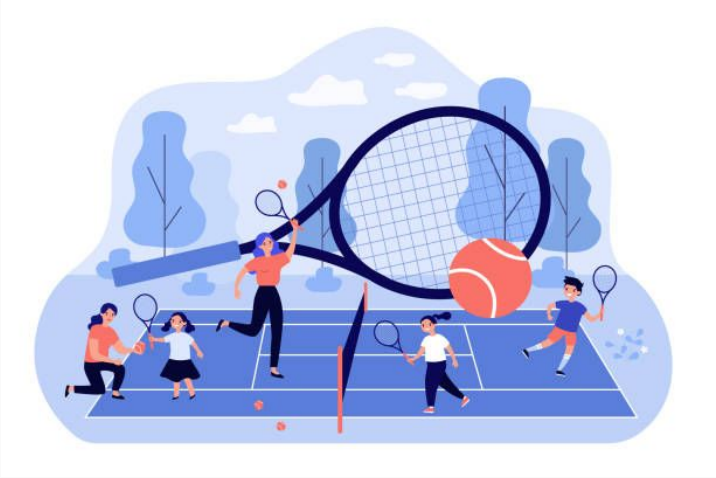
Music
Exploring pulse and tem

PSHE
Being me in my world

unicef UNITED KINGDOM
RIGHTS RESPECTING SCHOOLS

Curriculum Highlights

Forest School - Tuesdays



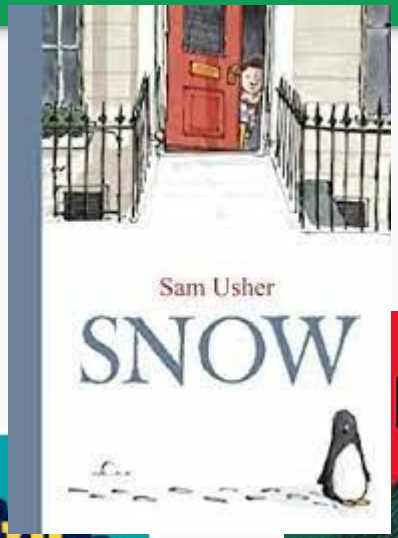
PE - Tuesdays
Hit, catch and run

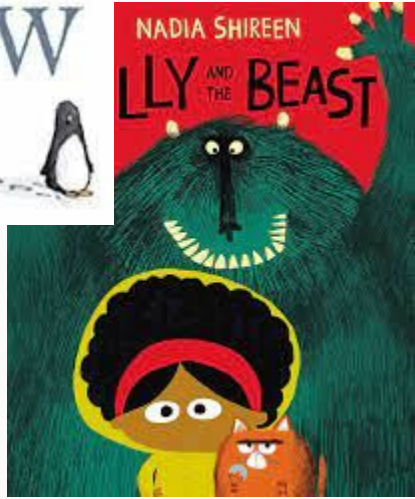
Curriculum Highlights

RE
How and why do people celebrate Harvest?

Read Write Inc. Phonics

Reading Lessons
Fiction





Reading Spine

Acceptable Use - please read and sign

September 2024

Dear Parents and Carers,

Springfield Community Primary School regularly reviews and updates all Acceptable Use documents to ensure that they are consistent with the school Online Safety and Safeguarding and Child Protection Policies. We attempt to ensure that all students have good access to digital technologies to support their teaching and learning and we expect all our pupils to agree to be responsible users to help keep everyone safe and to be fair to others.

Your child will be asked to read and sign an Acceptable Use Policy in school that is tailored to their age. Please read this carefully with your child at home to support the key messages.

Please also read and sign the agreement below for you as a parent or carer and return to your child's class teacher.

Internet and IT:

As the parent or legal guardian of the pupil(s) named below, I grant permission for the school to give my child access to:

- the internet at school
- the school's chosen email system
- Google Classroom
- IT facilities and equipment at the school

I accept that ultimately the school cannot be held responsible for the nature and content of materials accessed through the internet and mobile technologies, but I understand that the school takes every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials. I understand that all internet and device use in school is subject to filtering and monitoring; I understand that all school-owned devices used outside of school may also be subject to filtering and monitoring, and should be used in the same manner as when in school.

Use of digital images, photography and video:

I understand the school has a clear policy on "The use of digital images and video" and I support this. I understand that the school will necessarily use photographs of my child or including them in video material to support learning activities. I accept that the school may use photographs / video that includes my child in publicity that reasonably promotes the work of the school, and for no other purpose.

Your child's Acceptable Use agreement - explained and signed in school and a copy shared with you

KS1

This is how I keep **SAFE online**:	✓
1. I only use the devices I'm **ALLOWED** to	
2. I **CHECK** before I use new sites, games or apps	
3. I **ASK** for help if I'm stuck	
4. I **THINK** before I click	
5. I **KNOW** people online aren't always who they say	
6. I don't keep ~~**SECRETS**~~ just because someone asks me to	
7. I don't change **CLOTHES** in front of a camera	
8. I am **RESPONSIBLE** so never share private information	
9. I am **KIND** and polite to everyone	
10. I **TELL** a trusted adult if I'm worried, scared or just not sure	

My trusted adults are _____ at school

_____ at home and _____

My name is _____

KS2

KS2 Pupil Online Acceptable Use Agreement

This agreement will help keep me safe and help me to be fair to others

- *I am an online digital learner* – I use the school's internet and devices for schoolwork, homework and other activities to learn and have fun. I only use sites, games and apps that my trusted adults say I can.
- *I am a secure online learner* – I keep my passwords to myself and reset them if anyone finds them out.
- *I am careful online* – I think before I click on links and only download when I know it is safe or has been agreed by trusted adults. I understand that some people might not be who they say they are, so I should be very careful when someone wants to be my friend.
- *I am private online* – I only give out private information if a trusted adult says it's okay. This might be my home address, phone number or other personal information that could be used to identify me or my family and friends.
- *I keep my body to myself online* – I never change what I wear in front of a camera and remember that my body is mine and mine only, and I don't send any photos without checking with a trusted adult.
- *I say no online if I need to* – if I get asked something that makes me worried or upset or just confused, I say no, stop chatting and tell a trusted adult.
- *I am a rule-follower online* – I know that some websites and social networks have age restrictions and I respect this; I only visit sites, gams and apps that my trusted adults have agreed to.
- *I am considerate online* – I do not join in with bullying or sharing inappropriate material.
- *I am respectful online* – I do not post, make or share unkind, hurtful or rude messages/comments and tell my trusted adults if I see these.
- *I am part of a community* – I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult.
- *I am responsible online* – I keep others safe by talking to my trusted adults if a friend or person I know is being bullied or harassed or is worried or upset by things they read, watch or hear.
- *I don't do public live streams on my own* – and only go on a video chat if my trusted adult knows I am doing it and who with.
- *I communicate and collaborate online* – with people I know and have met in real life or that a trusted adult knows about.
- *I am SMART online* – I understand that unless I have met people in real life, I can't be sure who someone is online, so if I want to meet someone for the first time, I must always ask a trusted adult for advice.
- *I am a creative digital learner online* – I don't just spend time online to look at things from other people; I get creative to learn and make things! I only edit or delete my own digital work and only use other people's with their permission or where it is copyright free or has a Creative Commons licence.
- *I am a researcher online* – I use safer search tools approved by my trusted adults. I understand that not everything online can be believed, but I know how to check things and know to 'double check' information I find online.

I have read and understood this agreement. I know who are my trusted adults are and agree to the above.

Signed: _____ Date: _____