

Welcome to Willow Class



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.

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.

Year 3 Home Learning Menu - Summer 1		
Subject	Review 	New 
Humanities 	<p>Make a double-page spread to summarise your learning last half-term about food and farming.</p> <p>Try and include information about:</p> <ul style="list-style-type: none"> -arable farming -pastoral farming -dairy farming -the journey of food from the farm to our fork <p>Can you use maps and diagrams to make the information really clear?</p> <p>Reflection: what would happen if there were no farms?</p>	<p>Your new history unit is <i>The Romans in Britain</i>.</p> <p>Read more about the Roman empire here: https://www.bbc.co.uk/bitesize/topics/zwmpfg8</p> <p>Make a presentation based on what you have learned in lessons and add details from this short information clip from BBC Teach: https://www.youtube.com/watch?v=nN_x9o8MV1o</p> <p>Prepare to present to your class in a clear and engaging way. You might want to use slides, a poster, maps or a timeline as part of your presentation.</p>
Reading	<p>Last half term you explored the story <i>Home Ground</i> by Alan Gibbons.</p> <p><i>Sam's team are edging closer to the bottom of the league this season and team captain Jordan's bad attitude isn't helping anyone. When Sam spots Hasan playing on the refugee team, he can see that Hasan's got talent and invites him along to practice. Hasan and his friend Faisal prove to be exactly what the team needs - but Jordan's not going to accept his new teammates so easily. Can Sam get the boys to pull together and win?</i></p> <p>Who did you admire most in this story? What did you learn from this story? Choose a character to write to. You could choose to give advice to a character, or words of encouragement.</p>	<p>Oracy task: Time to Talk</p> <p>This half term, you will explore some of Aesop's famous fables such as <i>The Lion and the Mouse</i> and <i>The Tortoise and the Hare</i>.</p> <p>Discuss the moral of each story with someone at home using these sentence starts.</p> <p><i>The moral of this fable was...</i> <i>I can use this lesson in my life when...</i> <i>The fable I enjoyed the most was...</i></p> <p>Could you write your own fable, with a moral that you think is an important lesson to learn?</p>
Science	<p>Last half term you learned about flowering plants.</p> <p>In particular, you learned different ways seeds can be dispersed.</p> <p>Can you draw and label diagrams to show how seeds can be dispersed by: wind, water and animals?</p>	<p>This half term, we will learn how light enables us to see things. Through observation, we will explore how shadows are formed and find patterns in when they change size.</p> <p>Our enquiry question is: what makes the size of the shadow change? Begin to investigate this at home. Can you make a shadow puppet theatre? Look at the back of this sheet for inspiration!</p>





Home learning

Home reading - every day

Spelling - a list per week for a low-stakes quiz







Maths - please use TTRS to practise times tables

Extra reading is always valued and celebrated!

Week	Daily Reading	Choice: Maths, Spelling or Extra Reading														
	 This is compulsory for all children at Springfield. Please sign your child's reading record every day, with the titles and pages read.	Maths  Times Tables Rockstars	Spelling  Spelling List Practice	Extra reading  Magazines Home books Curriculum Visions												
Week 1	<table border="1"> <tr> <td>Monday</td> <td>Tuesday</td> <td>Wednesday</td> <td>Thursday</td> <td>Friday</td> <td>Weekend</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
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Yearly Overview

Year 4 - Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities 	The Amazon Rainforest	Anglo-Saxons	The Vikings	The Alps	The Tudors	Raging Rivers
Science 	States of Matter	Electricity	Sound	Living Things	Humans – digestion, teeth, food chains	Humans – digestion, teeth, food chains
Reading 	Raven Child and the Snow Witch (1) In the Rainforest (1) The Wizard, the Ugly +the Book of Shame (1) Cliffhanger key extracts (1) The Willow Pattern Story (1) Stars with Flaming Tails by Valerie Bloom, poetry collection - performance focus (2)	Hostage (1) Have Your Say (1) When Jessie Came Across the Sea (1) The Mermaid of Zennor (1) The Invisible Boy (2) Coming Home (1)	Julian, Secret Agent (2) Who were the Vikings? (1) Mousehole Cat (2) Joseph Coelho: Werewolf Club Rules poetry collection (1)	Amazing Animals (1) Robin Hood (1) How to be a Mediaeval Knight (1) The Wreck of the Zanzibar (2)	Macbeth (1) Poetry unit - Grace Nichols and James Carter (Literacy Evolve) (1) The Boy and the Globe (2) George's Marvellous Medicine (2)	Revisit: Rapunzel (Y2) Rapunzel (FT anthology) + Rapunzel – a Groovy Fairytale Rapunzel (Grimm) (2 weeks 3 version) Christophe's Story (2) Natural Record Breakers (1)
Writing  <i>Grammar foci on writing curriculum</i>	Cycle 1: The Raven Child and the Snow Witch - descriptive narrative Cycle 2: Amazon rainforest -persuasion Cycle 3: The Wizard, the Ugly and the Book of Shame - dialogue	Cycle 1: Hostage - suspense in narrative Cycle 2: Anglo Saxons - diary entry Cycle 3: Coming Home -narrative with storm	Cycle 1: Julian, Secret Agent - diary entry Cycle 2: Vikings- writing in role Cycle 3: Mousehole Cat - diary entry (perspectives)	Cycle 1: mountains - explain how to be a mountain explorer Cycle 2: mountain explorer narrative Cycle 3: The Wreck of the Zanzibar - diary entry (imitation of style)	Cycle 1: Macbeth - persuasion Cycle 2: Macbeth and George's Marvellous Medicine- dialogue to convey character Cycle 3: Spanish Armada - explanation	Cycle 1: Rapunzel - narrative ending Cycle 2: Christophe's Story - persuasion Cycle 3: Rivers and water cycle - explanations
Spelling 	Spelling Y2 objectives + units 1-5	Spelling Review + units 6-10	Spelling Review + units 11-14	Spelling Review +embed and deepen units 1-5	Spelling Review +embed and deepen units 6-10	Spelling Review +embed and deepen units 11-14
Art/DT 	Art Sculpture	DT Electrical Systems Simple Circuits & Switches	DT Textiles 2D shapes to 3D products	Art Collage - photomontage	Art Drawing	DT Cooking & Nutrition Healthy & Varied Diet

Curriculum Highlights



Geography: Amazon Rainforest

Location

Features

Deforestation

Human impact

Persuasive letters

Non-fiction reading



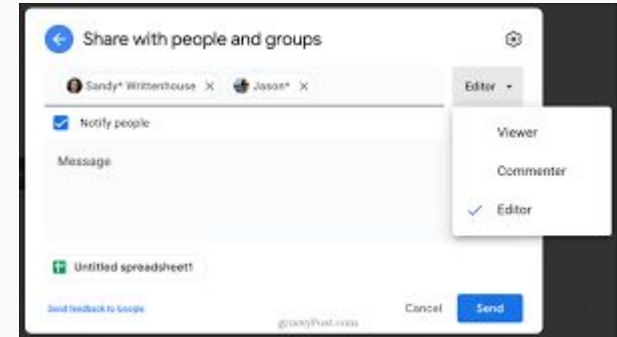
Art - Sculpture

Sculptors - Barbara Hepworth and Anish Kapoor

Papier Mache - birds for tropical rainforest

Computing

Sharing and collaborating on documents + e-safety

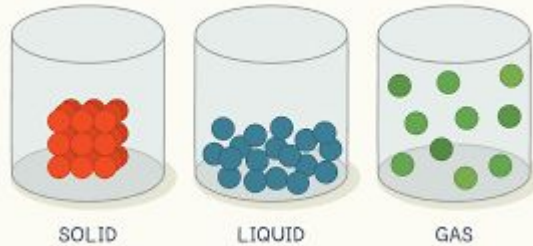


Curriculum Highlights

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Maths
Column addition

Times Tables



Science
States of Matter



Music
Reading notation
Time signatures

PSHE
Rights
Responsibilities
Democracy



Curriculum Highlights

Bus 	el autobús	Boat 	el barco
Lorry 	el camión	Coach 	el autocar
Airport 	el aeropuerto	Car Parking 	el estacionamiento

Spanish
Modes of transport

Describing the weather



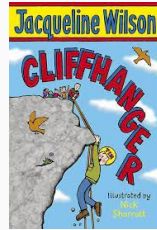
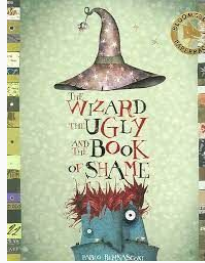
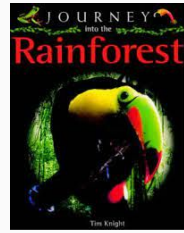
PE
Gymnastics

Curriculum Highlights

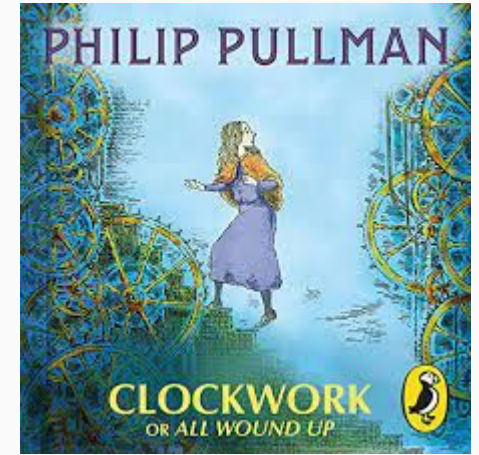


RE
Judaism

The synagogue



Reading Lessons
Fiction
Non-fiction
Poetry



Reading Spine
Clockwork

Our weekly timetable

Monday - Spanish

Thursday - music

Thursday - PE

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, games 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: _____