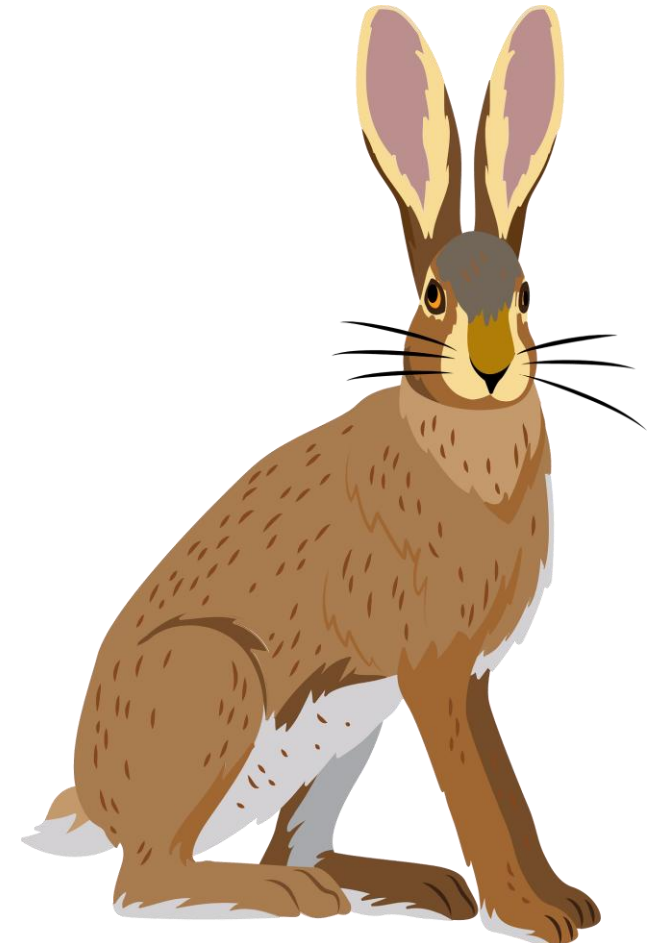




Meet the Teacher

Class: Hares

Class teacher: Miss Morys
Teaching assistants: Miss
Blake & Miss Ingram



A Typical Day in Years 3 & 4

Gates open at 8:40am. A typical day in Year Hares class is fast paced and action packed!

Children arrive at school, hang their belongings and their coats on their pegs and settle down quietly to complete their early morning activities during registration time, which comprises of fluency Maths, handwriting and spellings.

Monday to Wednesday comprises of Collective worship assemblies and on Thursdays there will be in class collective worship, using the fabulous resource 'Picture News'. On Friday, every other week, the children in KS2, will come together for a celebration assembly.

They then move straight into morning lessons, which are the core subjects: Maths and English.

The afternoon runs similarly to the morning, with Topic based learning. The children will finish the day with a Love for Reading session.

Throughout the week, the children have daily handwriting practice, whole class / guided reading, reading VIPERS and independent reading opportunities.

How we assess the children...

Assessment in KS2 is carried out daily, using live feedback and targeted questioning as the children are working. This is to ensure that feedback is immediate and children can respond immediately, ensuring the misconceptions are quickly addressed.

At the start of every new unit, the children will complete a pre-assessment quiz and at the end of the unit, they will complete the another quiz, which is a measure of progress throughout the topic.

Children will then have adapted work to suit their ability or need.

Throughout the year, children will take part in assessments in reading, phonics, writing and mathematics to inform us of next steps; gaps in learning etc.

The Statutory Assessment does not make up the whole picture. We use teacher assessment to make a final judgement on whether children have met the Expected Standard for the end of Years 3 & 4.

Throughout the year, there will be regular opportunity to discuss your child's progress and attainment, at Parent Consultations. Please attend!

A word cloud where the word 'CURRICULUM' is prominently displayed in large, bold, red capital letters in the center. It is surrounded by a dense collection of smaller words in various shades of gray, including 'TEACH', 'KNOWLEDGE', 'LEARN', 'SUCCESS', 'EDUCATE', 'STUDY', 'PRACTICE', 'THEORY', 'LESSON', 'BOOKS', 'TRAINING', 'UNIVERSITY', 'SCHOOL', 'ABILITY', 'TASK', 'INFORMATION', 'COMMUNITY', 'CULTURE', 'PROGRAM', 'EXPERIENCE', 'CERTIFICATE', 'INTELLIGENT', 'STUDENT', 'LECTURE', 'HEARING', 'MAGNIFY', 'GLASS', 'FOCUS', 'CONCENTRATE', 'DETAIL', 'ANALYZE', 'EXAMINE', 'INSPECT', 'OBSERVE', 'VIEW', 'LOOK', 'PEER', 'SCAN', 'SEARCH', 'FIND', 'DISCOVER', 'UNCOVER', 'REVEAL', 'SHOW', 'DISPLAY', 'PRESENT', 'SHOWCASE', 'HIGHLIGHT', 'EMPHASIZE', 'STRESS', 'UNDERLINE', 'MARK', 'TAG', 'LABEL', 'IDENTIFY', 'RECOGNIZE', 'IDENTIFY', 'RECOGNIZE', 'IDENTIFY', 'RECOGNIZE'. The words are arranged in a circular pattern around the central word, with some words appearing more frequently than others. The overall image has a white background.

Maths - Fluent in five - takes place daily to help develop speed and accuracy with fluency and arithmetic skills. The children then complete White Rose lessons to ensure full coverage of all Maths topics. The children are also expected to complete Times Tables Rockstars at home (Year 4) and Numbots (Year 3).

We will also teach Geography, History, Science, French, Computing, RE, PSHE, Music, Art/ Design and additionally Mindfulness. Learning in these subjects is, where possible, linked to each term's topics. Many of these lessons are taught using the provider Kapow to ensure structured sequence and full coverage.

Key Topics this year...



Would you have preferred to live in the Stone, Bronze or Iron age?



Why do people live near volcanoes?



Why did the Romans invade and settle in Britain?



Why are rainforests important to us?



How hard was it to invade and settle in Britain?



Where does our food come from?

Example Class Timetable...

Hares - Weekly Timetable - Example

	Register	Collective Worship	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Lesson 6	Lesson 7	School Day End 3.20	
	8.45-8.55	9.00-9.30	9.30-10.30		10.30-10.45	10.45-11.15	11.15-12.00	12.00-1.00	1.00-2.00		2.00-3.00	3.00	3.15
M	Maths 5 A Day $\begin{pmatrix} 2 \\ +3 \\ \hline 5 \end{pmatrix}$ Handwriting 	Whole School Collective Worship 	Maths $2+3=5$  L.I: Step 5 Represent numbers to 10,000		Break 	English <u>ABC</u> Assessment Writing		Lunch 	PSHE  L.I: To understand friendship issues and bullying	Mindfulness 	Love for Reading 	END OF DAY	
T	Maths 5 A Day $\begin{pmatrix} 2 \\ +3 \\ \hline 5 \end{pmatrix}$ Spellings 	Whole School Collective Assembly 	Maths $2+3=5$  L.I: Step 6 Partition numbers to 10,000		Break 	English <u>Class Texts</u> <u>ABC</u> To collect facts about the Stone Age		Lunch 	PPA PE  Taught by Fitt4kids	Music Miss Blake  Percussion Power	Love for Reading 	END OF DAY	
W	Maths 5 A Day $\begin{pmatrix} 2 \\ +3 \\ \hline 5 \end{pmatrix}$ Handwriting 	School Values Assembly 	Maths $2+3=5$  L.I: Step 6 Partition numbers to 10,000 (2)		Break 	English <u>Class Texts</u> The First Drawing <u>ABC</u> L.I: To use modal verbs to explore an imaginary scenario		Lunch 	French  L.I: To greet someone and introduce yourself in French.	Science  L.I: To understand what reflection is.	Love for Reading 	END OF DAY	
T	Maths 5 A Day $\begin{pmatrix} 2 \\ +3 \\ \hline 5 \end{pmatrix}$ Spellings 	Singing Assembly 	Maths $2+3=5$  L.I: Step 7 Flexible partitioning		Break 	English <u>Class Texts</u> The First Drawing <u>ABC</u> L.I: To use modal verbs to explore an imaginary scenario		Lunch 	History & Pre-Assessment  L.I: To recognise the chronology and significance of prehistory.		Love for Reading 	END OF DAY	
F	Maths 5 A Day $\begin{pmatrix} 2 \\ +3 \\ \hline 5 \end{pmatrix}$ Handwriting 	Handwriting 15 minutes <u>ABC</u>	Maths $2+3=5$  L.I: Step 8 Find 1, 10, 100 or 1,000 more or less		Break 	RE -  L.I 2. What does it mean to make sacrifices in life? (1)		Lunch 	Computing  L.I: To explore a programming application	Art  L.I: To develop shading skills and use them to blend tones.	Golden Time 	END OF DAY	

Home Learning...

All children will be expected to complete daily reading practice, to aim to text on AR at least once fortnightly, depending on the length of the book.

Times Tables Rockstars practice is essential also, to help underpin fluency in mental calculations - quick mental recall helps with many other areas in maths, including fractions.

We will also set a homework activity that will prepare for a 'Big Write' at the end of each term. This will be set on Google Classroom, so please ensure your child is able to access this.

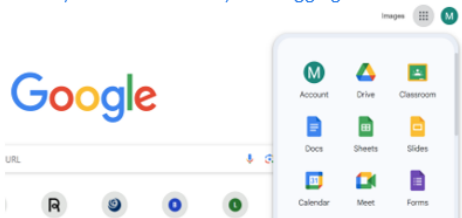
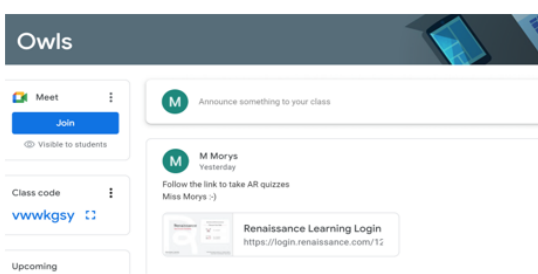


Home Learning...

The children will need to be able to access various programs at home to complete some of the home learning:

- welearn365.com
- Google Classroom
- Accelerated Reader
- TT Rockstars
- Numbots (Year 3, until January)

Username and Passwords are available for each child.

Program	Username	Password	Classcode	Special instruction
welearn365.com			N/A	When accessed find <u>Shottery St Andrews</u> in the drop-down menu. 
Google Classroom (accessed via welearn365.com)			<u>vwkgsy</u>	Click on the circle with 9 dots, on the <u>right hand</u> side of the screen, next to user initial, after logging onto welearn365. 
Accelerated Reader			N/A	There is a link that can be accessed on Google Classroom in the stream. 
<u>Numbots</u> – TTRS to follow			N/A	

Communication...

Timetable

	Regular	Collection Workshop	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Lesson 5	Lesson 6	Lesson 7	School Day End 3:45
	8:45-9:00	9:00-9:30	9:30-10:30	10:30-10:45	10:45-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-3:15		
M	Maths 5 A Day Collective Workshop	Maths 2+3+5 1.1. Clock and half past (1)	Maths 2+3+5 1.1. Quarter past and quarter to (2)	Maths 2+3+5 1.1. Tell the time past the hour (3)	Maths 2+3+5 1.1. Tell the time for the hour (4)	Maths 2+3+5 1.1. To explain what the clock is	PE & Meditation 1.1. What happened in Country in the past that is still important today?	PE & Meditation 1.1. What happened in Country in the past that is still important today?	PE & Meditation 1.1. What happened in Country in the past that is still important today?	PE & Meditation 1.1. What happened in Country in the past that is still important today?	PE & Meditation 1.1. What happened in Country in the past that is still important today?	PE & Meditation 1.1. What happened in Country in the past that is still important today?
T	Maths 5 A Day Collective Workshop	Maths 2+3+5 1.1. Quarter past and quarter to (2)	Maths 2+3+5 1.1. Tell the time past the hour (3)	Maths 2+3+5 1.1. Tell the time for the hour (4)	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is
W	Maths 5 A Day Collective Workshop	Maths 2+3+5 1.1. Quarter past and quarter to (2)	Maths 2+3+5 1.1. Tell the time past the hour (3)	Maths 2+3+5 1.1. Tell the time for the hour (4)	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is
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F	Maths 5 A Day Collective Workshop	Maths 2+3+5 1.1. Quarter past and quarter to (2)	Maths 2+3+5 1.1. Tell the time past the hour (3)	Maths 2+3+5 1.1. Tell the time for the hour (4)	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is	Maths 2+3+5 1.1. To explain what the clock is

Parent Newsletter & Weekly News Letter

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

Hare's Class Newsletter
Autumn 1

YR 3 & 4

Welcome back Hares! I hope you all had a lovely and restful half term break. As we head into the final stretch of the Summer term, I'm looking forward to making the most of our last seven weeks together, as year 2 pupils. There's tonnes of exciting learning ahead, memorable experiences and an exciting trip. Let's get ready to enjoy every moment we can as we wrap up a fantastic year in Owls class!

CURRICULUM

Our topic focus this half term is: Geography
- What is it like to live by the coast?

Maths: White Rose - Times, Statistics, Position and Direction, Fluents in 5, Cracking times tables

English: Main Class Text: Toys in Space by Mrs. Gray. Outcomes: Found postcard, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions. Main Outcomes: Own version fantasy world narrative.

PE - Fifth Kicks - Sports Day Practice / Folding games. Get Set for PE - Team building / Yoga

Humanities - Kapow - Geography: What is it like to live by the coast?

DT - Textiles - Pouches

Science - Plant based materials

RF - What has this Coventry blizz shared with us?

Parent Mail

Attention all parents!

ParentMail
Have you registered?

It's an easy, convenient way to receive school messages.

You can:

- ✓ Receive messages on your computer, tablet or mobile
- ✓ See all your messages in one handy, uncluttered feed
- ✓ Link to other schools or clubs that also use ParentMail
- ✓ Keep up to date with your school calendar
- ✓ Authorise tips or permissions online

Registering is really easy...
Ask your school office to send you a registration message

Google Classroom



Google Classroom

Class Dojo



Facebook

Shottery St Andrew's Primary School
35 likes · 70 followers

[Contact Us](#) [Message](#) [Like](#)

Intro
Shottery St Andrew's Primary School is a small school for pupils aged 4-11 years in Stratford-upon-Avon.

Page - Primary school

3 Hathaway Lane, Stratford-upon-Avon, United Kingdom

01789 551508

Admin3057@welearn365.com

shotterystandrewprimary.org.uk

Featured
Shottery St Andrew's Primary School
23 January

We are really excited to share that the Scholastic Book Fair is arriving on 26th March - you will be able to visit the boo...

COME TO THE BOOK FAIR

Communication...

We are always here to support and listen. You may come and talk to us at the end of the school day. If it is urgent please email the school office. Teachers will not respond to emails sent to teacher email addresses.

If you have any minor inquiries, such as lost items/after school clubs, you can contact us via Class Dojo.

Important issues can be spoken about in person and appointments with teachers can either be made directly with teachers or via the school office.

Serious injuries will be either a phone call home or a face to face chat. Minor injuries such as cuts and grazes will be communicated via Accident forms which are given out at the end of the day.



Additional Support/Concerns...

If you have any concerns about your child or need our support you can contact me directly through Dojo or come and talk to me after school.

You can also contact the school office and arrange a meeting.

The DSL team are always welcoming and can support you with your concerns.



Attendance

Attendance and Punctuality

Attendance, Punctuality and Leave of Absence Information

PLEASE NOTE, WE REFER ALL LEAVE OF ABSENCE REQUESTS TO THE
WARWICKSHIRE ATTENDANCE SERVICE

Attendance

Attendance at all school sessions is required by law. The only exceptions to this are in cases of illness or where special leave-of-absence has been granted. Missing a few days of school here and there may not seem a big deal, but research shows that it can have a significant impact on children's learning. An attendance rate of 95% is generally considered good and at Shotton the Governors have set a school attendance target of 96% which means only 7.5 days can be missed across the year. Persistent absence is defined as an attendance rate of 90% or below.

Attendance is monitored in line with the school policy and parents will be informed about their child's attendance throughout the year. Should a child's attendance percentage decline to 95%, parents will be contacted to make them aware that they are approaching the persistent absentee category of 90%. We have a comprehensive range of incentives and rewards in place, both at class level and individually, for children who achieve good levels of attendance:

Please see our Attendance and Punctuality policy for further details. This can be found in the Key Information section.

Attendance

Every day counts

100% attendance	0 days missed	No learning missed!
97% attendance	5 days missed	A weeks learning missed
94% attendance	12 days missed	2 weeks and 2 days learning missed
90% attendance	19 days missed	3 weeks and 4 days learning missed
85% attendance	30 days missed	6 weeks of learning missed
80% attendance	40 days missed	8 weeks of learning missed

Every minute counts

Always on time!	No hours missed!	No learning lost!
5 minutes late each day	15 hours missed	3 days learning missed
10 minutes late every day	32 hours missed	6.5 days learning missed
20 minutes late each day	65 hours missed	13 days learning missed
30 minutes late each day	95 hours missed	19 days learning missed

90% attendance, or only 5 minutes late, may sound like a small issue, but the amount of learning missed is huge!

Make each day count

Attendance Procedures

Absence

If your child is going to be absent from school, you must contact the school office before 9:00am to provide a reason for absence.

Medical evidence

If your child is absent from school and is at risk of becoming persistently absent (at risk of falling below 90%) you may be required to provide medical evidence for your child's absences.

This way, we can make sure absences are authorised.

Punctuality

If your child arrives to school after registration closes, your child will receive an unauthorised late mark—this impacts your child's attendance.

PA/ risk of PA

We want to avoid children becoming persistently absent (below 90%)

Interventions will be put in place when your child's attendance becomes at risk of becoming PA. This may include supportive parent meetings.

Fines/ holidays

Holidays are in no circumstance unauthorised by school. Unauthorised absence due to holidays will result in a fine being issued from Warwickshire County Council.

Celebrating Attendance

Celebrating children's attendance achievements is key to keeping our children motivated and engaged.



We celebrate attendance in so many ways such as...

Weekly class prizes (Perfect Attendance)

Individual half term certificates for 100% attendance and Improving attendance



Expectations...

Behaviour Curriculum - high expectations, in class, in the playground, moving around school, on educational visits, when visitors are in and during after school clubs.

3 School Rules - Be Respectful, Be Responsible, Be Safe

School uniform / PE kit / Lost Property - LABEL!

Presentation, in school and when completing homework.

Encourage independence - children to inform when they need a book changed, need to hand in a letter, bring sheets and uniform home, hand homework in.

Named water bottle needs to be in school every day.



Celebrating Success...

Celebration Assembly every fortnight

Topic Sharing Events

Looking at the website, Google Classroom and Dojo sharing

Dojo points, Stickers, House Points, Headteacher certificates, Values Awards, Dojos, sweet treat with Miss Morys weekly.



AOB...

Remind children at home, that they only have a locker now,
in which to store their items.

Please encourage independence

Healthy snacks - no chocolate, no nuts.

Come to school in PE Kit on designated days

Follow us on Facebook

