

The background features a light green color with several faint, overlapping circular patterns. These patterns include concentric circles, dashed lines, and some numbers like 40, 150, 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, and 260, suggesting a technical or scientific theme.

Welcome to Lower Key Stage Two

2021-2022

YOUR PHASE TEAM

Phase Leader - Miss Swallow

Year Three Team

Teachers - Miss Swallow, Miss Tyler and Miss Scandrett

Teaching Assistants - Mrs Oakley, Mrs Fenton, Mrs Hawk

Year Four Team

Teachers - Mr Ayers, Miss Wilson and Miss Hadley

Teaching assistants - Miss Brewer, Miss Farenden and Mrs White

Our PPA cover teachers are: Miss Cheyney (RE), Mrs Jones (Computing) and Mrs Wild (French)

OUR SCHOOL MISSION STATEMENT :

Believe, Achieve, Together
We Succeed

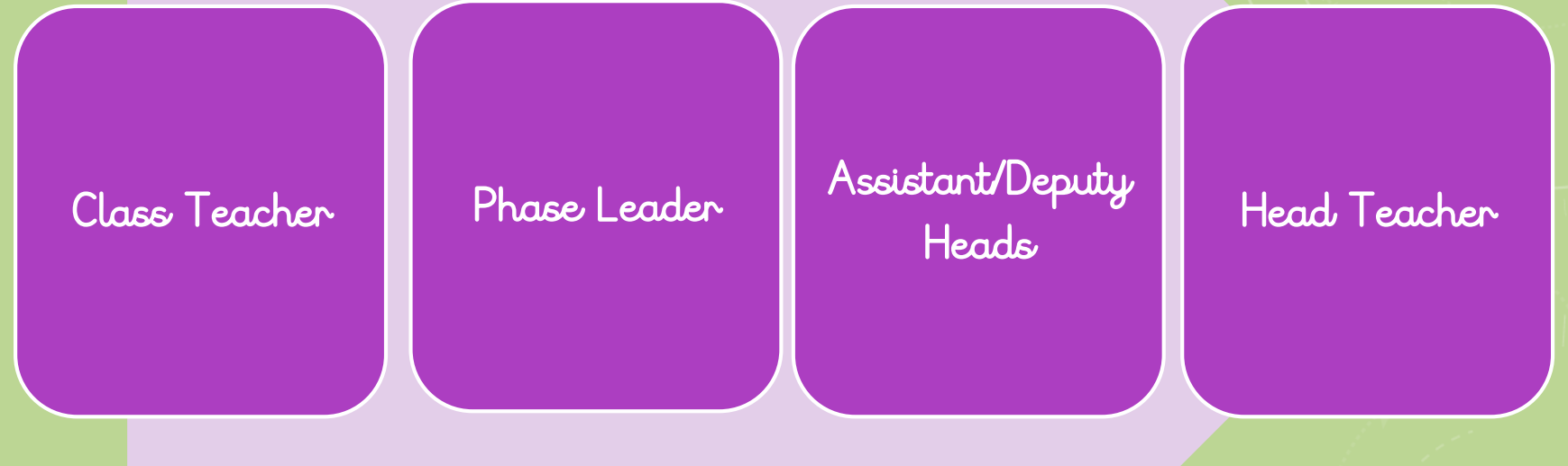
OUR SCHOOL VISION:

At Hagley Primary School we are striving to prepare the learners of today for a global future, and we work hard to provide a happy and secure environment to respond to the changing needs of our children. We also consider the whole child to be important and aim to meet the social, emotional, physical, intellectual and moral needs of each individual.

OUR SCHOOL VALUES:

- Academic :
Being Resilient
Being Conscientious
Being Creative
- Community :
Being Responsible
Being Respectful
- Emotional Wellbeing :
Being Reflective
Being Courageous
Being Kind

LINES OF COMMUNICATION



You can leave messages for your class teacher by;
Calling the school office or emailing.

Now we are back into our usual routines, our main priority for this half term is ensuring that the children are settled and feeling safe.

To ensure this is achieved our high expectations of behaviour, both inside and outside the classroom, have been shared and explained to the children.

These expectations are reinforced with the children regularly and are modelled by the adults in the school.

As a phase, our aims are:

- To treat each child as an individual, developing their emotional wellbeing - a focus for the whole school this year.
- Build upon the basics learnt in KSI - we form an important bridge between the upper and lower parts of the school.
- To encourage children to read for pleasure.
- To develop children's sense of number

In KS2, we encourage children to develop independence and take some more responsibility for their behaviour and learning by:

- Completing homework on time.
- Choosing and changing their own reading books.
- Managing their own breaks/lunch times.
- Respecting their own and others' property (including school property, such as pens and pencils).



8.30 - 8.45am	Welcome and early morning activity
8.45 - 9.10am	Spellings
9.10 - 10.15am	Session 1
10.15 - 10.50am	Assembly and break
10.50 - 12.00pm	Session 2
12.00 - 1.00pm	Lunch
1.00 - 3.10pm	Afternoon sessions

COVID-19

We continue to work with a modified risk assessment which does allow for more cross phase and year group opportunities whilst also being mindful of any changing circumstances.

If your child displays symptoms we ask that you be vigilant and test where necessary. Testing kits are widely available and will help to provide a level of reassurance.

Playtime/lunchtime zones

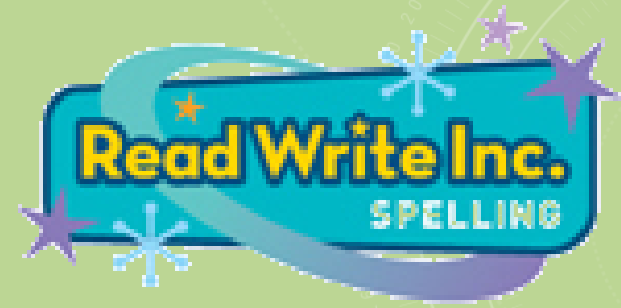
UNIFORM AND EQUIPMENT

Please make sure all clothes and equipment are named

- Water bottle (labelled)
- Coat (particularly on wet days)
- Book bag (please bring everyday with books in)
- Apron

Reading books

Because children are reading a range of different length books, we ask that they take responsibility for changing their books when needed.



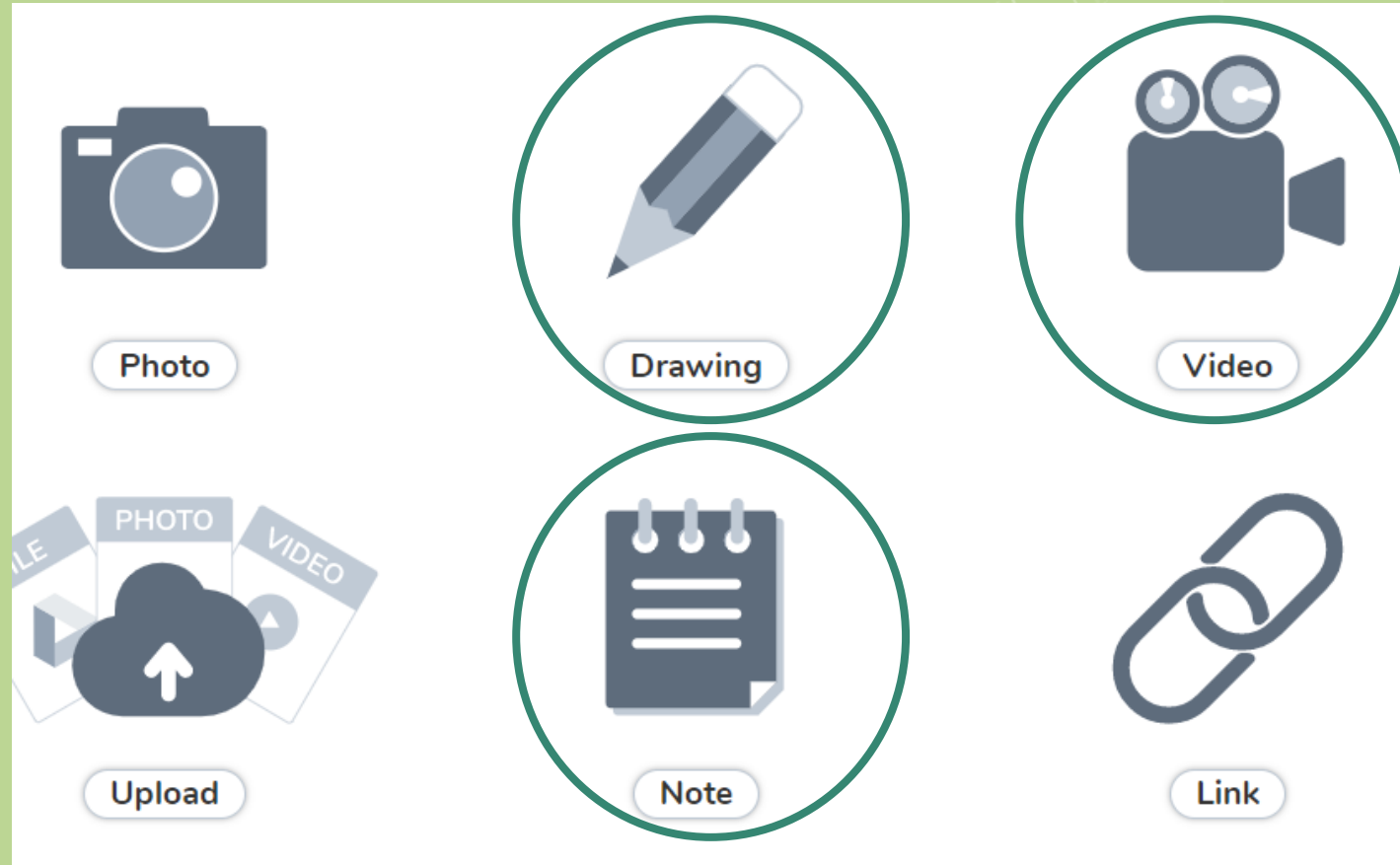
SPELLINGS

- During Autumn 1, we will work on ensuring that we have covered spelling patterns taught in the children's previous year
- After this, we will be teaching one unit from our Read Write Inc spelling programme per week
- The spelling focus for the week will be uploaded onto Seesaw.

READING

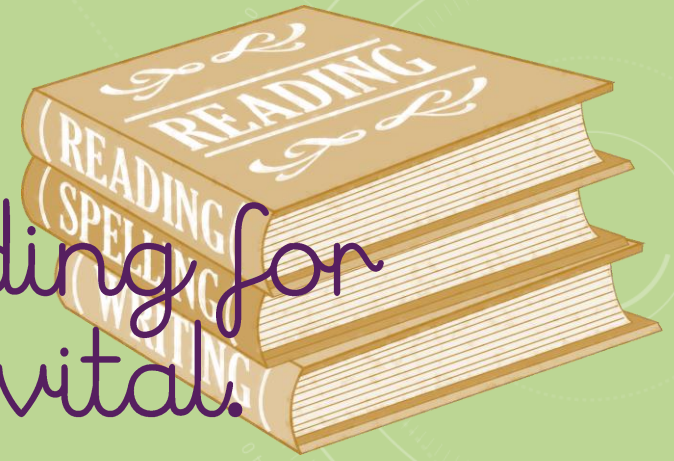
Please notify your teacher if you do not have access to the internet at home.

- Reading at home should be recorded on Seesaw.
- Reading should be completed 3 times a week and evidenced by one post:
 - A photo of the front cover of the text
 - A comment linked to your child's reading



HOME LEARNING

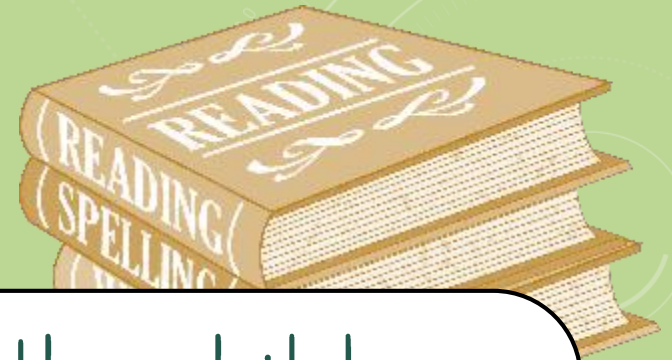
Regular opportunities for reading for pleasure at home are also vital.



Children who read for pleasure for 30 minutes per day have an average of 1 year's reading age advantage over children that do not.

To promote reading fluency, we are aiming for children to accurately read 100 words per minute in Year 3 and 110 in Year 4.

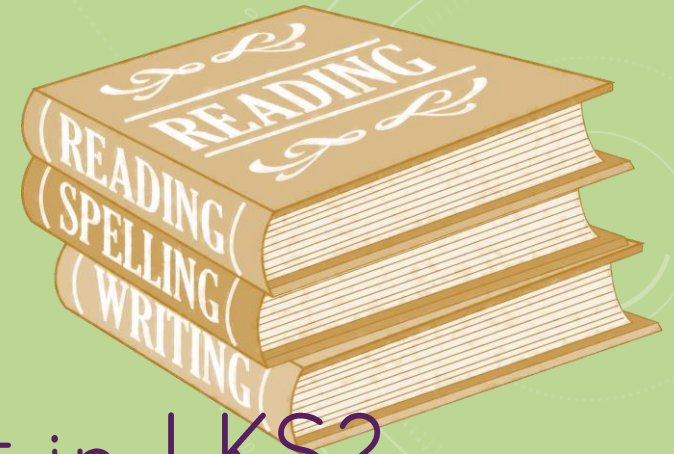
HOME LEARNING



The purpose of home learning is to enable the children to recall and remember skills, knowledge and ideas previously taught in order to build fluency and strength within long term memory.

Home learning will be set weekly, via Seesaw, except for the first and final week of term. We are planning on sending alternate English and maths tasks, with occasional topic work.

HOME LEARNING



Times tables are especially important in LKS2. Year 4 children will sit a multiplication tables check (MTC) in the summer term.

Ofsted describes fluency with times tables as 'the key to confidence in maths.' Children who cannot fluently recall their tables often struggle with maths throughout their education.

Every child should have their own login. Please speak to your class teacher if this is not the case.

SINGLE PLAYER



GARAGE

Teacher Set



STUDIO

12 x 12



SOUNDCHECK

25 questions

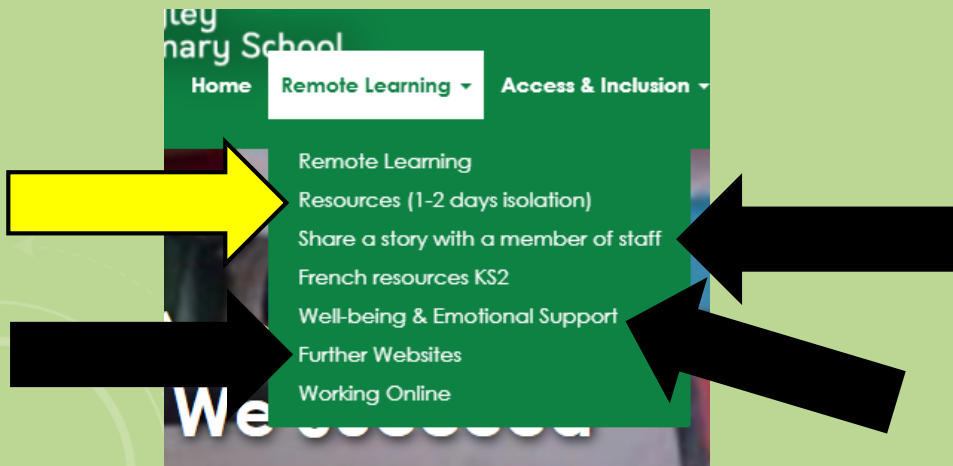



REMOTE LEARNING

Due to the change in government guidance, the requirement to isolate is reduced. Our remote learning policy, available on the website is still in operation with an addendum to show the changes to this academic year.

Whilst waiting for a test result (likely to be 1-2 days)
See the website drop down menu and access resources through the following links

If your child is isolating due to a positive COVID-19 case, please email the office who can liase with your child's class teacher. If your child is well enough to work, a remote learning grid (with links) will be sent to you. Work can be sent via Seesaw each day to your child's class teacher.



Home learning: Year 1				
English Across the two weeks, we would like you to complete the following unit on Oak National Academy: Avengement description The link for the unit is here: https://classroom.thenationalacademy/unit/avengement-description-373 Please complete lessons 1, 2, 3, 5, 6, 7, 8, 9 and 10 (one per day) On your final day, we would love for you to publish your work neatly on lined paper and bring it into school when you return. We can then stick this into your English book and have a good look at it together.				
https://seesaw.com/454118127	https://seesaw.com/454118127	https://seesaw.com/454118127	https://seesaw.com/454118127	https://seesaw.com/454118127
In addition to the home learning outline above and below, please continue to check and access work that may be set through the platforms we subscribe to through school, for example, McMafia and Grammar Bug .				
In the resources section of the Remote Learning area of the website you will find a weekly Picture News assembly and accompanying resources. You can access this at some point during the week.				
Topic activities for the half term				
History Create a timeline of a day you have really enjoyed and add time words like first, then, next, last	Science Draw or paint an autumn picture and add labels for all of the signs that it is autumn.	Art Use shapes and colours to create your own piece of work similar to the work by Wesley Koolhaas here 		
Music Complete the music lessons on 'pulsos' for Key Stage 1	Science We have read about nocturnal animals and we have looked at the signs of autumn in school. Complete this lesson to find out about hibernators.	PSHE Draw a picture of the colour monster in the middle of an A4 page and then draw pictures around him.		

CURRICULUM

		Autumn			Spring			Summer		
Year 3	Topic	Land Before Time			Invasion			Rainforest Explorers		
	Concepts	Identity	Change	Consequence	Conflict	Democracy	Consequence	Sustainability	Responsibility	Community
	Objective	<p><u>Art and design</u> <u>Developing ideas and evaluating</u></p> <ul style="list-style-type: none"> Begin to annotate their work in their sketchbook drawing on oral skills from KS1 <p><u>Painting</u></p> <ul style="list-style-type: none"> Mix secondary colours and describe the changes Name different types of paint and their properties Create texture from different materials (Christmas stockings) Y2 RECOVERY - Experiment with techniques e.g. layering and scraping through paint <p><u>Textiles/collage</u></p> <ul style="list-style-type: none"> Develop skills in cutting and joining <p><u>3D form</u></p> <ul style="list-style-type: none"> Join clay adequately Construct a clay base for extending and modelling other shapes Y2 RECOVERY - Manipulate clay in a variety of ways e.g. rolling, shaping and moulding 			<p><u>Science</u> <u>Animals, including humans</u></p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own foods they get nutrition from what they eat - (link to DT and healthy diet) (Y2 previous learning) <u>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</u> <p><u>Forces and magnets</u></p> <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether 			<p><u>Science</u></p> <ul style="list-style-type: none"> <u>Working Scientifically</u> Set up observational activities and record findings - identify similarities and differences Make careful observations and take measurements using standard units Record and report on findings using given scientific language. This could be orally or through drawings and diagrams <p>Plants</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flower and how these relate to the way in which water is transported within plants Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant 		



Our class pages have these grids readily available as well as further information and resources pertinent to your child's year group. We update our curriculum news termly and any important messages or documents (e.g. Forest School) regularly

CURRICULUM

		Autumn		Spring		Summer
Year 4	Topic	Invasaders and Settlers	Power	Egyptians	Living World and Healthy Me	Where in the World is Hagley?
	Concepts	Diversity Achievements Justice	Invention Curiosity Power	Wisdom Invention Change	Identity Well-being Individuality	Change Identity Sustainability
	Objective	<u>Science</u> <u>States of matter</u> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with	<u>Science - Sound</u> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it	<u>History</u> <u>Historical enquiry and evidence</u> Choose from a range of source material to present an aspect of life in the past period (Egyptians) and research the answers <u>Chronological Understanding</u> Place the events studied on a labelled period timeline and recognise areas of previous study. <u>Interpretations</u> Comment on the reasons for differences in accounts and the reliability of a source	<u>Science</u> <u>Animals, Including humans</u> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions <u>Living things and their habitats</u> Recognise that living things can be grouped in a variety of ways Explore and use <u>classification keys</u> to help group, identify and name a variety of living things in	<u>Geography - fieldwork trip</u> Use maps and atlases to locate countries in Europe, and their capital cities, in relation to their learning. <u>Human and physical</u> Describe and sequence, using correct vocabulary, the stages of the water cycle Describe and understand how rivers are formed and developed Indicate tropical, temperate and polar climate zones on a map in relation to food production/weather <u>(study of the Severn)</u> <u>Geographical enquiry</u> Make comparisons between places at a larger scale e.g. compare population data across Europe



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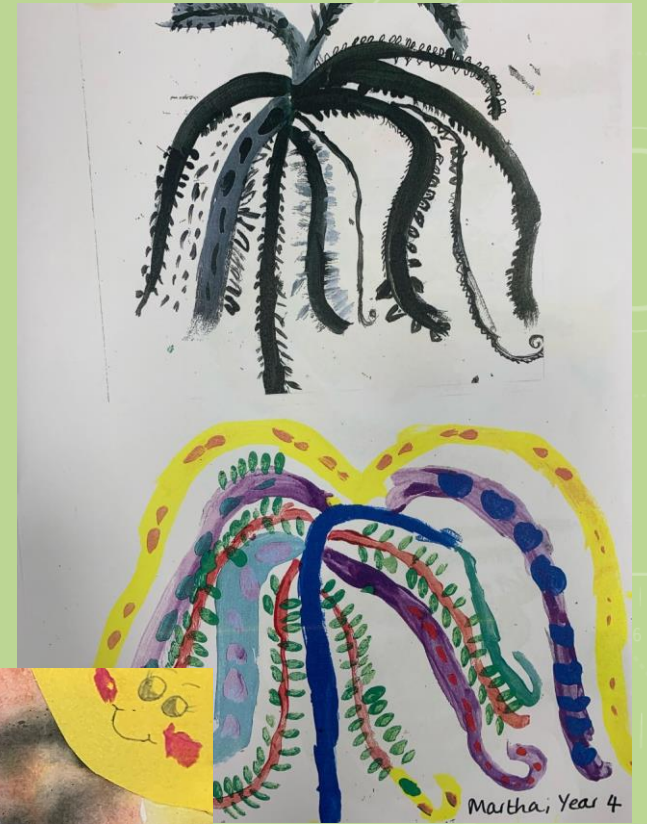
Whole Key Stage 2
focus to begin the year

At the beginning of each year we focus on a whole school set of texts to promote well-being and also getting to know you activities.





We have seen some amazing work from Year 3 and 4 already linked to this book



We have got so much to look forward to this
year!



Learning how to stay safe online is an important part of our curriculum at Hagley Primary School.

Technology is part of our every day lives and is increasingly mobile.

Research shows that serious online safety issues concerning primary aged pupils is on the rise. In addition it shows that while children can often discuss online safety sensibly, these messages are forgotten when using the internet at home.

What has changed over the last 18 months?

- Significant increase in online activity
- Significant increase in online child sexual exploitation and abuse
- Cyberbullying increase
- Surge in in-game spending/gambling
- Increase in misinformation/fake news
- Increase of traffic to pornographic sites



Online Nation
2021 report



Published 9 June 2021

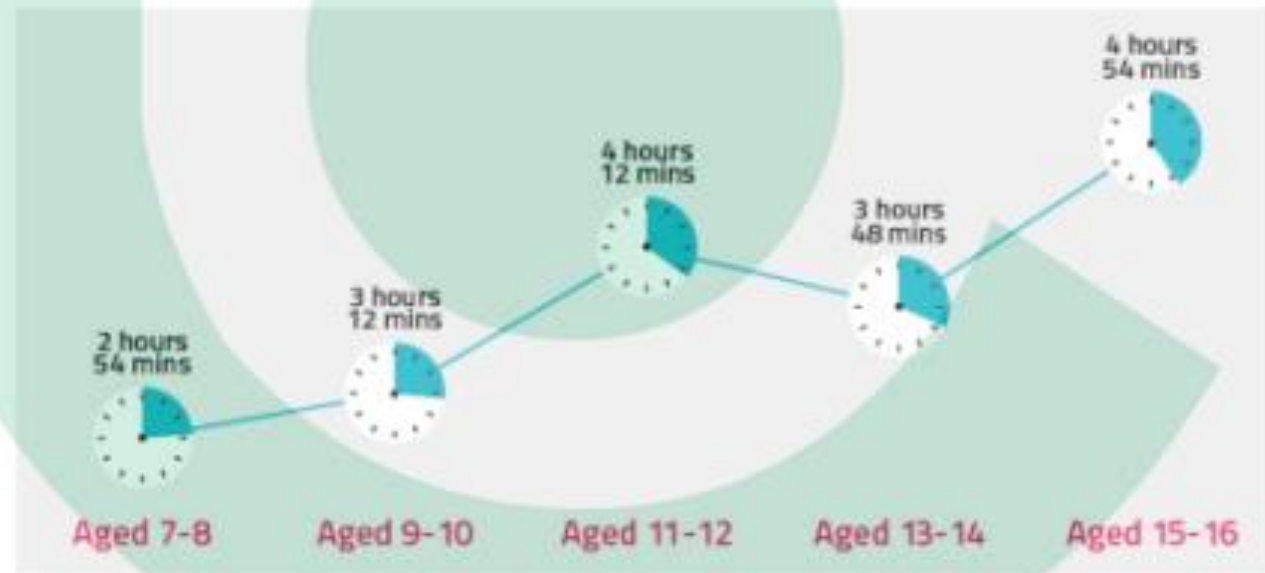
www.ofcom.gov.uk/consult/condocs/online/online2106

Figure 1.15: Count of individual devices in UK households, by socio-economic group

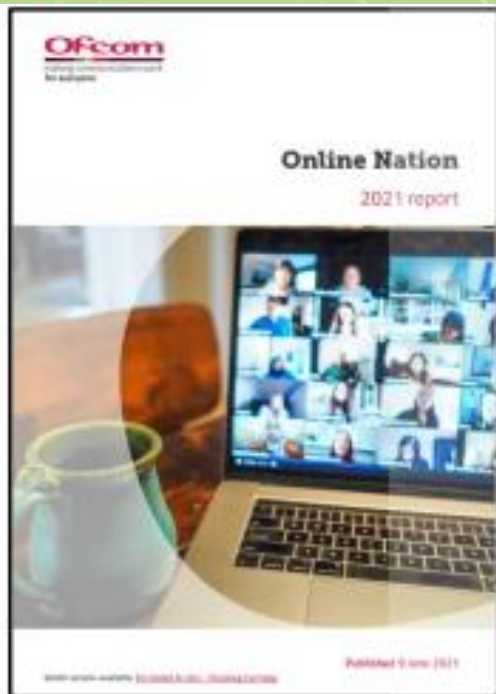
	AB	C1	C2	DE	Entire pop.
0 devices	4%	5%	6%	12%	7%
1 device	4%	4%	7%	13%	7%
5+ devices	69%	58%	53%	36%	54%

Source: Ofcom Technology Tracker CATI omnibus survey, 12 February to 5 March 2021.

Figure 2.3: Children's estimated time spent online



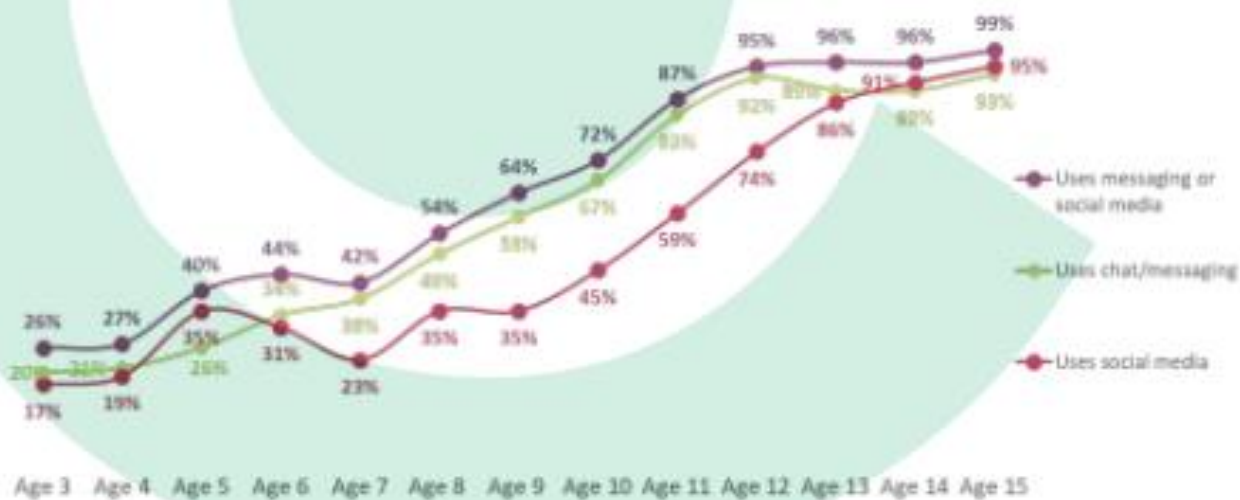
Source: CHILDWISE Monitor Report 2021



	Aged 5-15	Aged 5-7	Aged 8-11	Aged 12-15
Used social media	55%	30%	44%	87%
Used messaging services	65%	33%	64%	91%
Watched content on video-sharing platforms	97%	95%	96%	99%
Were aware of online reporting functions	-	-	-	69%
Had a negative experience online	-	-	-	55%

Source: Ofcom's Children's and Parents' Media Literacy Tracker 2020/21 – Surveys 1 and 2, 2020/21.

Figure 2.9: Incidence of use of social media and messaging apps, by age: 2020





National Crime Agency – estimate of number of individuals posing a threat to children either through physical ‘contact’ or online:

2011:	50,000+
2016:	77,000+
2020:	300,000+
2021:	500,000+

2021 – 500 arrests / month and 700 children safeguarded and yet...

“The scale of abuse is overwhelming... the depravity is getting worse and the victims are getting younger.”

“The past eight years in this role has felt like being at the centre of a raging inferno.”

Chief Constable Simon Bailey (NPCC Child Protection Lead, June 2021)

Facebook is the most-used platform for the sharing of indecent images.

Facebook’s [plans to roll out end-to-end encryption](#) across its messaging services means only the sender and recipient will be able to read messages.

The latest statistics show a particularly sharp increase in a number of specific CSA offences recorded in the last five years, including a staggering **twelve-fold (1,086%) increase in sexual grooming.** - ONS, Crime in England and Wales: Appendix Tables, Year ending March 2018

Live streaming:
UK is one of the **top 3 consumers of child abuse live streaming from the Philippines**

The internet – a gift to perpetrators?

- Create multiple online identities
- Pretend to be someone they're not
- Access to information already available online
- Immediate access to lots of children anywhere in the world
- Identify a 'hook'
- Easier to gain trust
- Obtain material that can be used to threaten
- Quicker to accelerate abuse



Other Concerning Trends

Deepfake technology

Increased underage use of Social Media

Increased sexualisation of online images

Increased risk for vulnerable young people
(including mental health concerns)

CYP increasingly accessing/encountering
pornography at an earlier age

Lack of a reporting culture

Education on these topics seen as outdated by CYP

Parental knowledge / understanding of the risks still
limited



Working together

At School

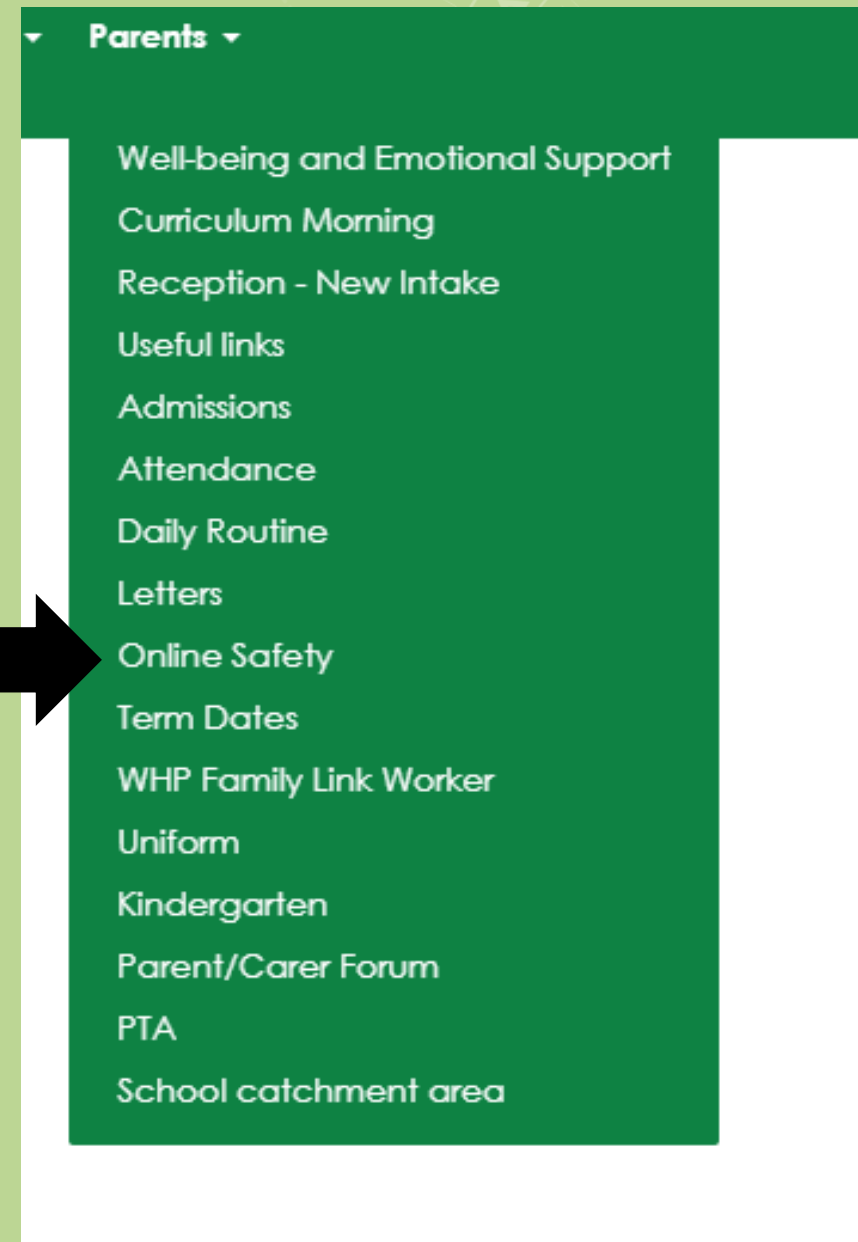
- Safe and responsible use of the internet at the heart of the school's scheme of work, including appropriate applications and software
- Clear expectations are set through the school's e-safety policy and acceptable use agreements.
- E-safety issues are taken seriously and are monitored to inform the computing curriculum.
- Opportunities for teaching about online safety issues are identified in other areas of the curriculum, including assembly themes.
- 'Get Connected Weeks' provide a platform to promote the importance of online safety
- Regular updates to families, including any concerning trends, apps or content seen across the country



At Home

- Monitor what your child is viewing on the internet and have open discussions about who they are communicating with.
- Balance and timetable screen time at home and consider the location of this access.
- Set clear boundaries regarding who they can communicate with (i.e. only people that they know in the real world) and how much time that they spend on the computer or tablet.
- Ensure that **age appropriate** content and games are used and accessed at home.
- Seek out advice if you are unsure.

- View the school's website to access key information regarding online safety. See the parents' section.
- You will find a PDF of the full online safety policy.
- Our curriculum area provides further information about our computing and online safety scheme, including the content.
- We will continue to provide further information and resources throughout the year
- On the website there are some useful tips and factsheets to download.
- Some useful sites:
 - parentzone.org.uk
 - thinkyouknow.co.uk/parents



Thank you for coming!