



Welcome to  
Y6 'Banksy' Class

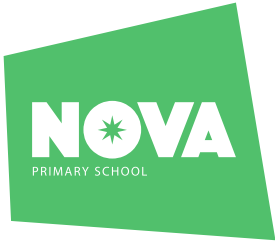
# About Me

- After graduating, in 2015, I started my teaching career at Nova.
- I am currently the PE lead and as of September I will be running the Health and Wellbeing Curriculum Team .
- Favourite aspect of teaching: Inspiring children's curiosity through active and fun lessons.



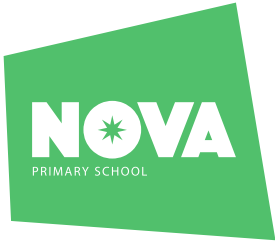
# Communication

- Can speak to me at drop off or pick up time
- Children are the first priority and often need attention in the morning, therefore discussions at the end of day are usually better
- You can make an appointment with me at the school office



# Morning Routine

- Doors open at 8:35am
- Children respond to my marking comments in their English and maths books before completing a short 'Early Morning' task - often maths revision or spellings.

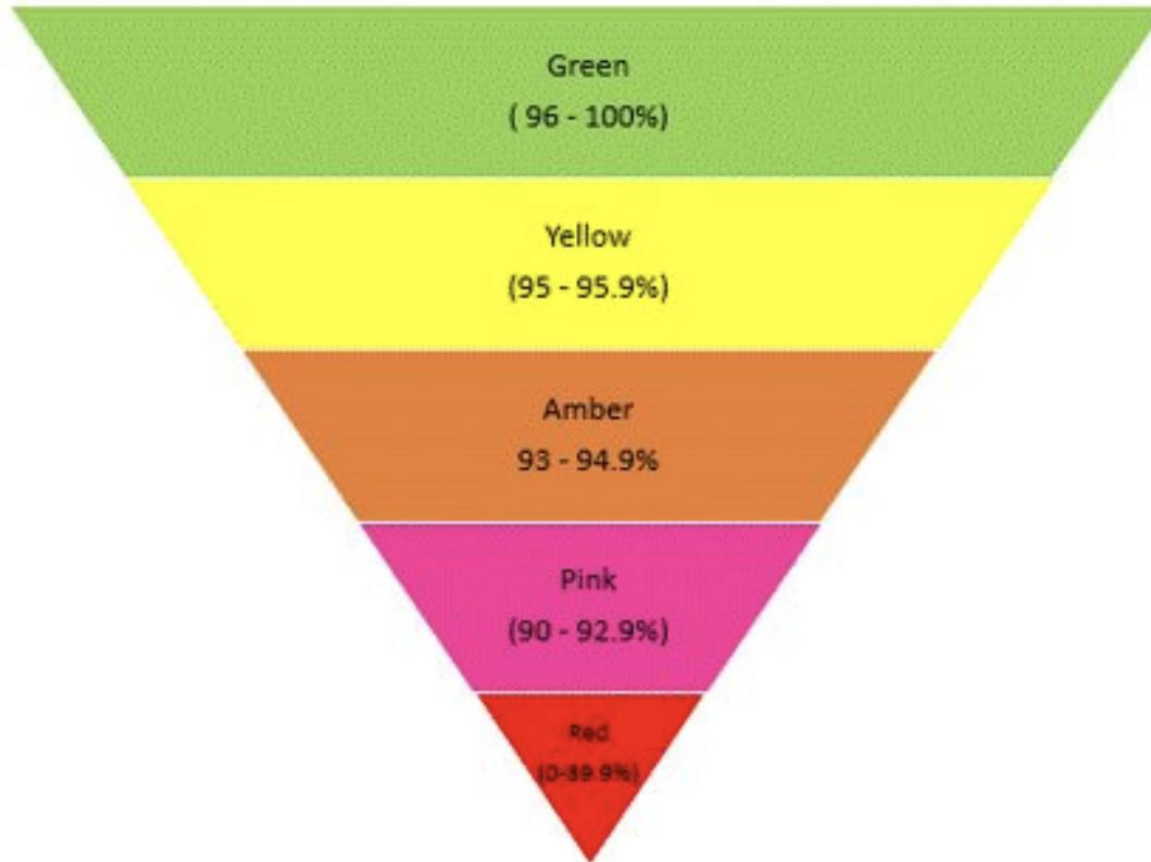


# Attendance

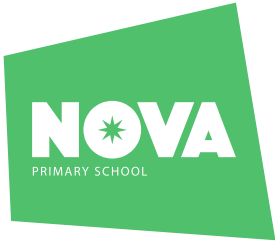
Attendance and punctuality are *extremely* important

- Doors open at 8:35
- Register is taken before 8:45
- Children coming in between 8:45 -9 will be marked as 'late'
- Children coming in after 9am will be marked as an 'unauthorised late'
- It is a Nova expectation from EY that children attend *every day*

# Attendance

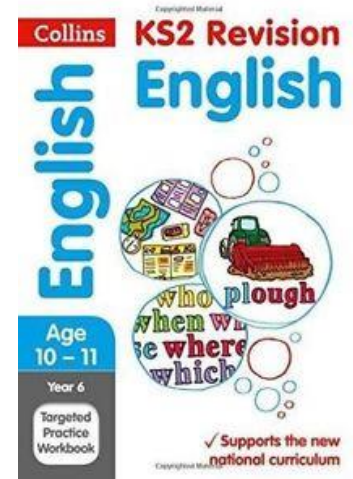
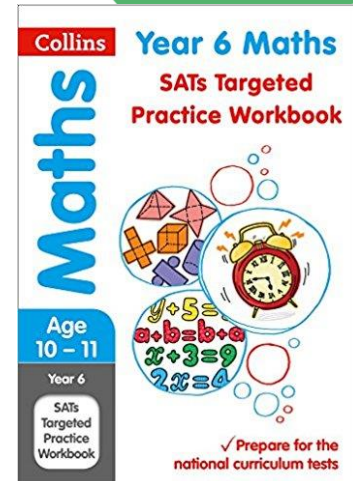


Attendance Groups & Risk	
<b>Green</b>	No Risk
<b>Yellow</b>	Risk of Under Achievement
<b>Amber</b>	Serious Risk of Under Achievement
<b>Pink</b>	Severe Risk of Under Achievement
<b>Red</b>	Extreme Risk of Under Achievement



# Home Learning

- Homework is set on Monday and returned on Friday. We mark homework together in Y6 (Friday 9 a.m.)
- Children will be issued with SATs Revision Homework books for Maths and SPaG – we usually set one or two pages of maths and SPaG each week (pages will be assigned on Friday after marking).
- Spelling tasks will focus on Y5/Y6 statutory spellings (revision of Y3/Y4 in T1)
- Practise times tables regularly using the fluency charts provided.







# Reading

The **MORE** that you  
**READ**, the more things  
you will **KNOW**.  
The **MORE** that you  
**Learn**, the more places  
you'll **GO**.  
Dr. Seuss

- New, Nova Family Reading Journals will be issued to all children. There is space to: record titles of books read and comments, write reviews, spelling lists and tips for the reading helper – you!
- Levelled book bands – recently updated fiction and non-fiction books at your child's reading level
- Library – classroom and whole-school library stocked with exciting titles.



# New, whole-school Reading Records



## Family Reading Record

(and guide for the reading helper)

Name: \_\_\_\_\_

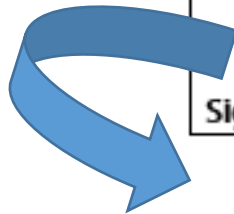
Class: \_\_\_\_\_



What can parents and carers do to support young readers?

## Nova Primary 'Take 10 Challenge'

<p><b>Staff at Nova Primary pledge to take <i>at least</i> 10 minutes each day to read with your child.</b></p>	<p><b>I pledge to take 10 minutes each day to read my book.</b></p>	<p><b>Will you pledge to <b>take 10</b> minutes each day to read with your children?</b></p>
Signed: _____	Signed: _____	Signed: _____

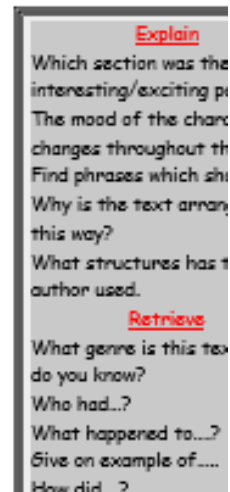
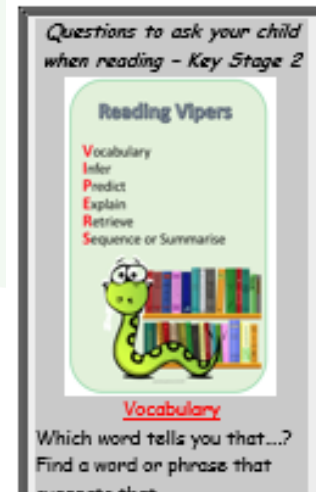


This may be in Guided Reading lessons, class novels or individually

# Reading

- VIPERS: in Guided Reading lessons, we prepare questions from the five National Curriculum reading assessment strands using the mnemonic 'VIPERS' to ensure *all* key comprehension reading skills are targeted.

'VIPERS' prompt questions are printed in every Nova Reading Record for the reading helper.



# Reading

- Take 10 Challenge – will you pledge to hear or read to your child for at least ten minutes a day? (please sign up in your Nova Family Reading Record).
- When you **read with your child**, you are building **their** vocabulary, language and literacy skills, while improving concentration, curiosity and memory.

Teachers will nominate children and families for a book token prize raffle every month!

What can parents and carers do to support young readers?

Nova Primary 'Take 10 Challenge'

Staff at Nova Primary pledge to take <i>at least 10 minutes each day</i> to read with your child.	I pledge to take 10 minutes each day to read my book.	Will you pledge to <b>take 10 minutes each day</b> to read with your children?
Signed:	Signed:	Signed:



# Curriculum

**L**earning Journey

**E**ngaging

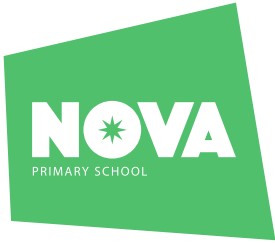
**A**uthentic

**R**igorous

**N**ova Curriculum

# Curriculum

	Term 1 & 2 <b>Lessons from the past</b>	Term 3 & 4 <b>Investigating &amp; making a difference</b>	Term 5 & 6 <b>What a wonderful world!</b>
<b>EY</b>	Topics to be decided based upon children's interests		
<b>Year 1</b>	<b>Who are the real heroes?</b> <i>Significant figures in history</i> Big idea: Making a difference	<b>How can we make traditional tales come to life?</b> <i>Stories - Materials</i> Big idea: Morals	<b>Why is water precious?</b> <i>Plants &amp; animals - Journeys - Oceans</i> Big idea: Uses and preserving
<b>Year 2</b>	<b>What has made the greatest difference?</b> <i>Significant events and people in History - Brunel - Inventions - How children's lives have changed over time</i> Big idea: Changes over time	<b>What makes Bristol brilliant?</b> <i>Shirehampton/ Weston Super Mare - Fieldwork</i> Big idea: Comparison & Community	<b>What makes Africa amazing?</b> <i>Comparing UK to a non-European country - animals</i> Big idea: Diversity and Comparison
<b>Year 3</b>	<b>Would you like to be a time traveller?</b> <i>Stone age - Iron age - Ancient Egyptians</i> Big idea: Changes over time	<b>How can science educate and entertain us?</b> <i>Inventions - Electricity - Forces and magnets</i> Big idea: Cause and effect	<b>Why should we care about the environment?</b> <i>Environment - Rainforests - South America</i> Big idea: Preserve and protect
<b>Year 4</b>	<b>What did the Romans do for us?</b> <b>How has Europe changed?</b> <i>Romans - Europe</i> Big idea: Changes over time	<b>How do we put on a stage show?</b> <i>Playscripts - Performance - Staging - Advertising</i> <i>Shadow puppets</i> Big idea: Performance	<b>What's the most important thing about chocolate?</b> <i>Fairtrade - Cooking - Mayans</i> Big idea: Fairness and moderation
<b>Year 5</b>	<b>Were the Vikings vicious?</b> <i>Vikings - Anglo Saxons - Europe</i> Big idea: Compare & Contrast	<b>How have the Ancient Greeks influenced us?</b> <i>Greek influence on Western life</i> Big idea: Legacy and belief	<b>What makes planet Earth unique?</b> <i>Science - Space</i> <i>Geography - Natural disasters</i> Big idea: Exploration and mystery Big idea: Survival and Prevention
<b>Year 6</b>	<b>Whose footsteps do we follow in?</b> <i>Migration - Evolution</i> Big idea: Changes & Diversity	<b>What was it like growing up as child in WW2?</b> <i>WW2 - Local history</i> Big idea: Comparison & Empathy	<b>How can life be celebrated through animation?</b> <i>Animations -</i> Big idea: Celebration & Creation



# Term 1 and 2

## Whose footsteps do we follow in?

### *Migration – Evolution*

- If you have expertise to offer in any of these topics, please let me know.
- Our first Line of Enquiry will focus on the diverse, multi-cultural make up of our city. Who has left Bristol over the last one hundred years and who has made their home here?
- You will be invited in this term on Friday 26<sup>th</sup> October for a celebration of our learning – artwork, geography and history.

# Behaviour

- Clear expectations and consequences
- Positive approach to behaviour management
- Recognition board and appreciation
- Safe space





# Learning Partnership

Working together to ensure all  
children are happy, safe and learning

NOVA  
PRIMARY SCHOOL