

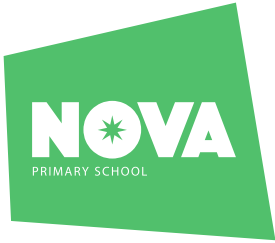


Welcome to
Y6 'Banksy' Class



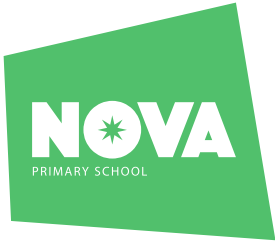
About Me

- After graduating, in 2015, I started my teaching career at Nova.
- I've taught in Years 4, 5 and 6.
- I am currently the PE lead and I run the Health and Wellbeing Curriculum Team .



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.



Learning Partnership

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

2 golden rights:

- Everyone has the right to learn
- Everyone has the right to be happy and safe

Home-School Agreement – paper copy to sign

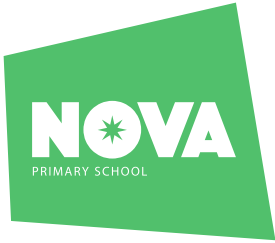


Morning Routine

- Doors open at 8:35am

Morning Routine:

- Children to be dropped off at the door
- Children to hang up coats etc
- Activities to support/ consolidate learning will be set up for all children to engage with

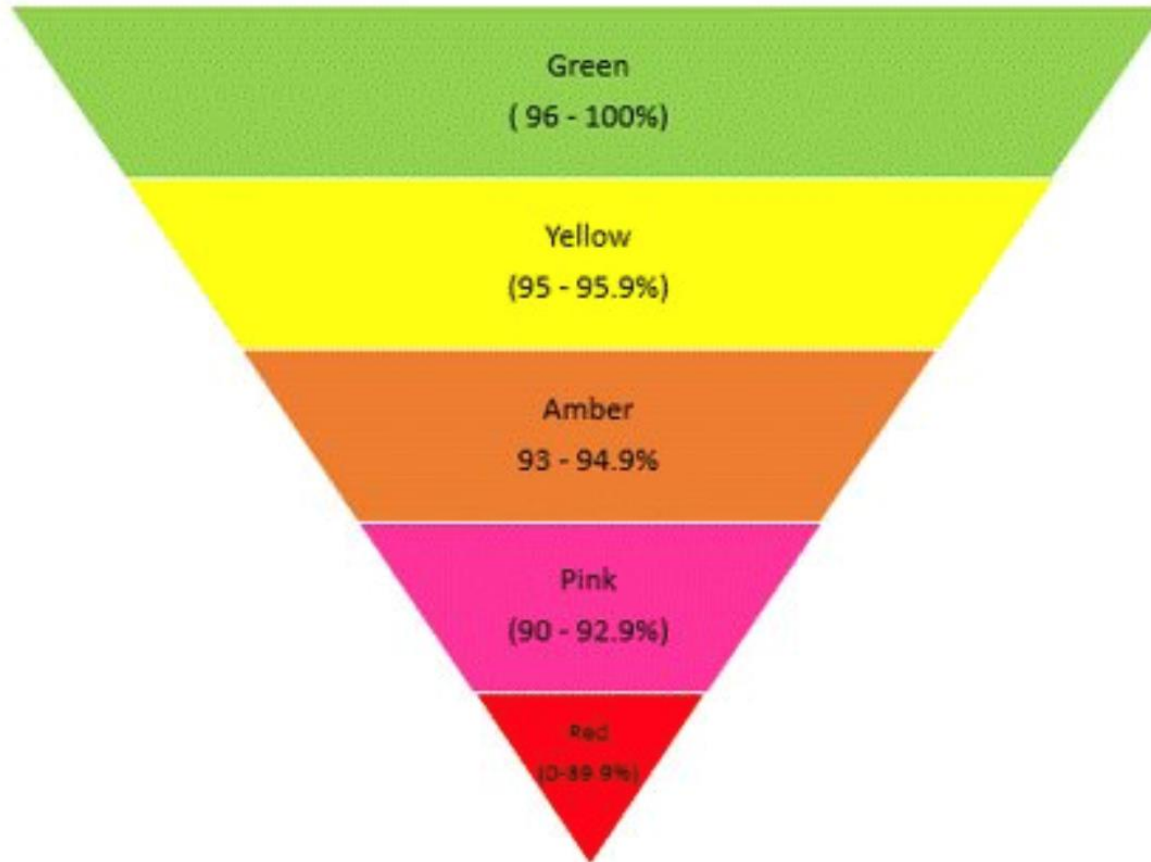


Attendance

Attendance and punctuality are *extremely* important

- Doors open at 08:35
- Register is taken before 08:45
- Children coming in between 08:45 -09.30 will be marked as 'late'
- Children coming in after 09.30 will be marked as an 'unauthorised late'
- It is a Nova expectation from EY that children attend *every day*

Attendance



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






Behaviour

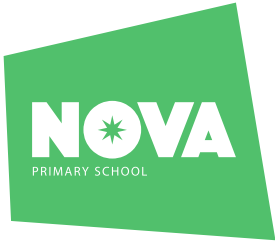
- Positive approach to behaviour management
- Recognition board, postcards, phone calls home, appreciation
- Weekly Nova star award and termly 'Above and Beyond' award



Behaviour

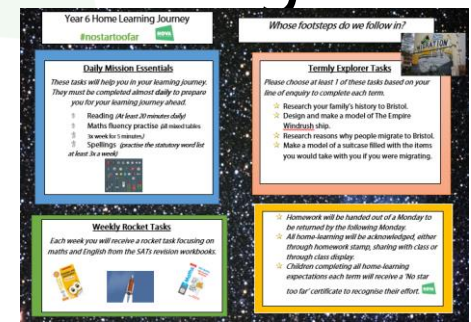
- New behaviour policy changes emailed & on website, including steps & consequences
- Parents will be informed if child needs behaviour passport
- Parent forum, discussing new policy, will be on **Thursday 19th September at 9am**

	Reminder from adult of expected behaviour with a wink or a nod.	
Take up time		
Step 1	Mini-chat: A scripted conversation ² of 30 seconds and a reminder about the task and an offer of help.	
Step 2	Five-minute check-in following Step 1 and praise correct behaviour or Further Scripted Behaviour Intervention ² with sanction explained: 10 minutes out of class for KS1 children in paired class with work 15 minutes out of class for KS2 children in paired class with work	
Step 3	This will be followed up with a scripted restorative conversation* with adult on return to class If behaviour continues to break class and school rules on the child's return, child goes to paired class for remainder of the session (am/pm) and attends supervised lunchtime restoration* session. This will be followed up with a scripted restorative conversation* with adult at the end of lunchtime restoration. Parents/Carers will be informed if their child reaches this step.	
Step 4	If step 3 is reached 3x in a week, the senior leadership team will intervene, a new Positive Behaviour Passport will be implemented in a meeting with parents/carers and class teacher.	



Home Learning

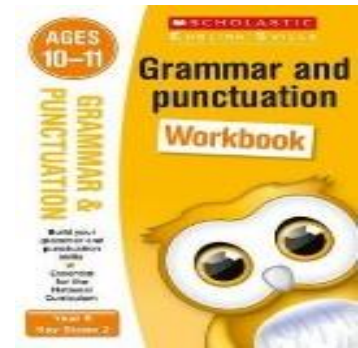
- Children are expected to read at home everyday as reading is the key to success
- Children will be given 'home learning journeys' with a range of essential tasks (number facts/times tables/spellings) as well as creative activities to complete at home with your support
- Certificates each term for all children meeting home learning expectations





Home Learning

- Homework is set on Monday and returned the following Monday. We mark homework together in Y6.
- 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 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.



Maths

- Fluency, reasoning & problem solving
- Knowing number facts & times tables quickly helps in all areas of maths
- Times Table Rockstars in KS2 – all children have log ins

Times Tables

1 times table	2 times table	3 times table	4 times table
1 × 1 = 1	2 × 1 = 2	3 × 1 = 3	4 × 1 = 4
2 × 1 = 2	2 × 2 = 4	3 × 2 = 6	4 × 2 = 8
3 × 1 = 3	2 × 3 = 6	3 × 3 = 9	4 × 3 = 12
4 × 1 = 4	2 × 4 = 8	3 × 4 = 12	4 × 4 = 16
5 × 1 = 5	2 × 5 = 10	3 × 5 = 15	4 × 5 = 20
6 × 1 = 6	2 × 6 = 12	3 × 6 = 18	4 × 6 = 24
7 × 1 = 7	2 × 7 = 14	3 × 7 = 21	4 × 7 = 28
8 × 1 = 8	2 × 8 = 16	3 × 8 = 24	4 × 8 = 32
9 × 1 = 9	2 × 9 = 18	3 × 9 = 27	4 × 9 = 36
10 × 1 = 10	2 × 10 = 20	3 × 10 = 30	4 × 10 = 40
11 × 1 = 11	2 × 11 = 22	3 × 11 = 33	4 × 11 = 44
12 × 1 = 12	2 × 12 = 24	3 × 12 = 36	4 × 12 = 48

5 times table	6 times table	7 times table	8 times table
5 × 1 = 5	6 × 1 = 6	7 × 1 = 7	8 × 1 = 8
5 × 2 = 10	6 × 2 = 12	7 × 2 = 14	8 × 2 = 16
5 × 3 = 15	6 × 3 = 18	7 × 3 = 21	8 × 3 = 24
5 × 4 = 20	6 × 4 = 24	7 × 4 = 28	8 × 4 = 32
5 × 5 = 25	6 × 5 = 30	7 × 5 = 35	8 × 5 = 40
5 × 6 = 30	6 × 6 = 36	7 × 6 = 42	8 × 6 = 48
5 × 7 = 35	6 × 7 = 42	7 × 7 = 49	8 × 7 = 56
5 × 8 = 40	6 × 8 = 48	7 × 8 = 56	8 × 8 = 64
5 × 9 = 45	6 × 9 = 54	7 × 9 = 63	8 × 9 = 72
5 × 10 = 50	6 × 10 = 60	7 × 10 = 70	8 × 10 = 80
5 × 11 = 55	6 × 11 = 66	7 × 11 = 77	8 × 11 = 88
5 × 12 = 60	6 × 12 = 72	7 × 12 = 84	8 × 12 = 96

9 times table	10 times table	11 times table	12 times table
9 × 1 = 9	10 × 1 = 10	11 × 1 = 11	12 × 1 = 12
9 × 2 = 18	10 × 2 = 20	11 × 2 = 22	12 × 2 = 24
9 × 3 = 27	10 × 3 = 30	11 × 3 = 33	12 × 3 = 36
9 × 4 = 36	10 × 4 = 40	11 × 4 = 44	12 × 4 = 48
9 × 5 = 45	10 × 5 = 50	11 × 5 = 55	12 × 5 = 60
9 × 6 = 54	10 × 6 = 60	11 × 6 = 66	12 × 6 = 72
9 × 7 = 63	10 × 7 = 70	11 × 7 = 77	12 × 7 = 84
9 × 8 = 72	10 × 8 = 80	11 × 8 = 88	12 × 8 = 96
9 × 9 = 81	10 × 9 = 90	11 × 9 = 99	12 × 9 = 108
9 × 10 = 90	10 × 10 = 100	11 × 10 = 110	12 × 10 = 120
9 × 11 = 99	10 × 11 = 110	11 × 11 = 121	12 × 11 = 132
9 × 12 = 108	10 × 12 = 120	11 × 12 = 132	12 × 12 = 144

Reading

- 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

whole-school Reading Records



Family Reading Record

(and guide for the reading helper)

Name: _____

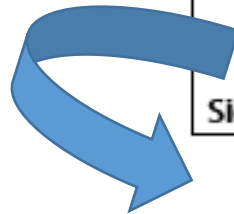
Class: _____



What can parents and carers do to support young readers?

Nova Primary 'Take 10 Challenge'

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

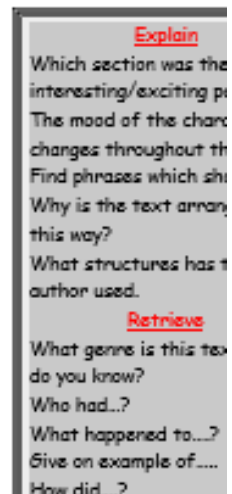
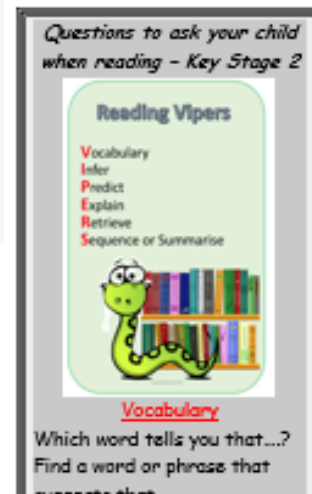


This may be in Guided Reading lessons, class novels or individually

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 your child read 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!

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

Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

Curriculum

	Term 1 & 2 Lessons from the past	Term 3 & 4 Investigating & making a difference	Term 5 & 6 What a wonderful world!
EY	Topics to be decided based upon children's interests		
Year 1	Who are the real heroes? <i>Significant figures in history</i> Big idea: Making a difference	How can we make traditional tales come to life? <i>Stories - Materials</i> Big idea: Morals	Why is water precious? <i>Plants & animals - Journeys – Oceans</i> Big idea: Uses and preserving
Year 2	How do we know about the Great Fire of London? <i>Great Fire of London – Sources of information – Changes over time</i> Big idea: Researching history	What makes Bristol brilliant? <i>Significant events and people in local History - Brunel - Shirehampton/ Weston Super Mare – Fieldwork</i> Big idea: Comparison & Community	What makes Africa amazing? <i>Comparing UK to a non-European country– animals</i> Big idea: Diversity and Comparison
Year 3	Would you prefer to live in Ancient Egypt or the Stone age? <i>Stone age – Iron age – Ancient Egyptians</i> Big idea: Changes over time	How can science educate and entertain us? <i>Research & discoveries- Electricity – Forces and magnets</i> Big idea: Cause and effect	Why should we care about the environment? <i>Environment – Rainforests – South America</i> Big idea: Preserve and protect
Year 4	What did the Romans do for us? How has Europe changed? <i>Romans - Europe</i> Big idea: Changes over time	How has design and technology changed our lives? <i>Designs changing over time – Light & sound - Supporting disabilities</i> Big idea: Design	What's the most important thing about chocolate? <i>Fairtrade – Cooking - Mayans</i> Big idea: Fairness and moderation
Year 5	Why were the Vikings such successful conquerors? <i>Vikings – Anglo Saxons - Europe</i> Big idea: Compare & Contrast	How have the Ancient Greeks influenced us? <i>Greek influence on Western life</i> Big idea: Legacy and belief	What makes planet Earth unique? <i>Science – Space</i> <i>Geography - Natural disasters</i> Big idea: Exploration and mystery Big idea: Survival and Prevention
Year 6	Why do people move to and from Bristol? <i>Local history Windrush & Bristol – Migration – Benefits & challenges of moving on</i> Big idea: Changes & Diversity	What was it like growing up as a child in WW2? <i>WW2 – Local history - Childhood comparison</i> Big idea: Comparison & Empathy	How can life be celebrated through animation? <i>Animations - Technology</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?



PE

- PE days- Monday and Wednesday
- Dress code: a green school t-shirt, black shorts and trainers.
 - In outdoor PE lessons, when it is cold, tracksuits (no hoods) may be worn.
 - All Jewellery must be removed.