

Welcome to Cabot Class





About Me



Miss Shelton





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

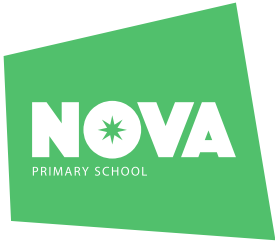


Morning Routine

- Doors open at 8:35

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

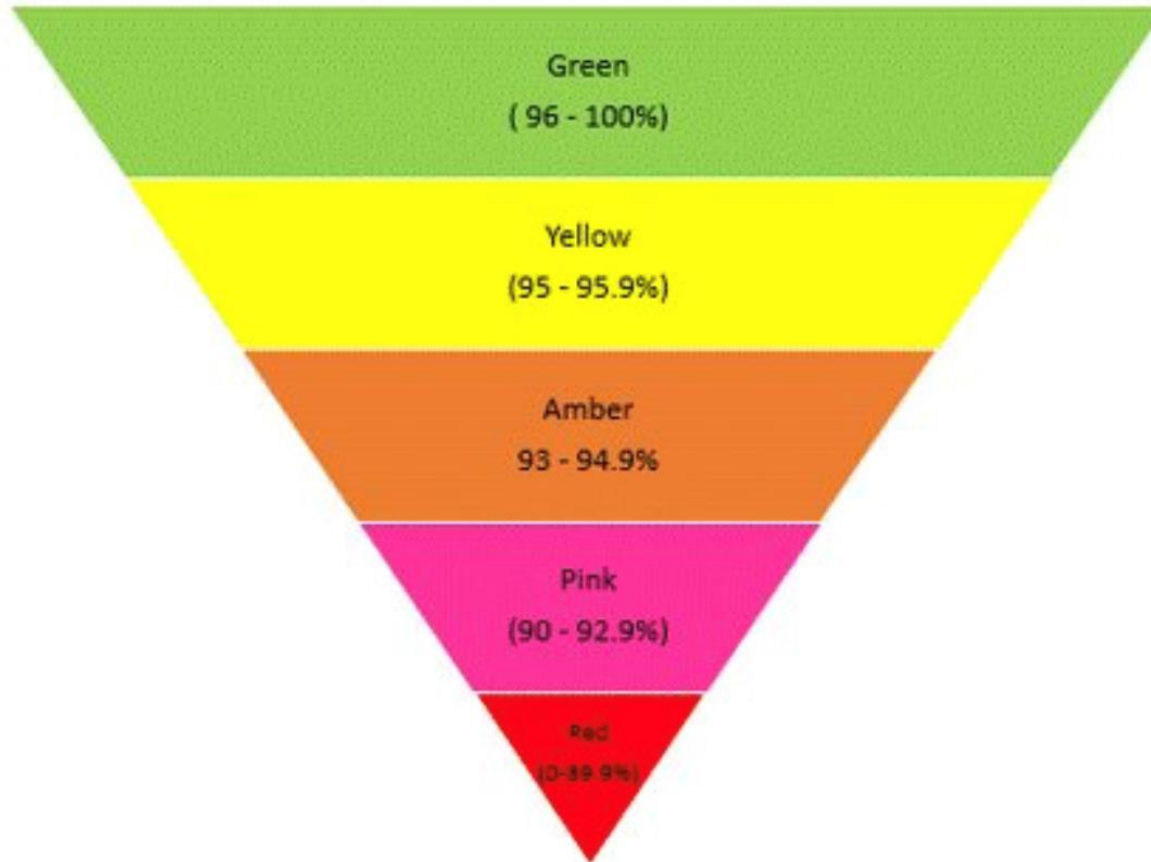


Attendance

Attendance and punctuality are *extremely* important

- Doors open at 8:35
- Register is taken before 8:45
- Children coming in between 8:45 -9.30 will be marked as 'late'
- Children coming in after 9.30 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 behavior passport
- Parent forum, discussing new policy, will be on **Thursday 19th September at 9am**

Take up time	Reminder from adult of expected behaviour with a wink or a nod.	
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.	

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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

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

- 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: _____

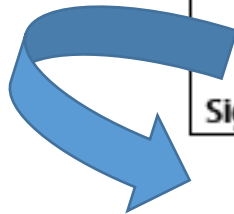
Class: _____



What can parents and carers do to support young readers?

Nova Primary 'Take 10 Challenge'

<p>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: _____

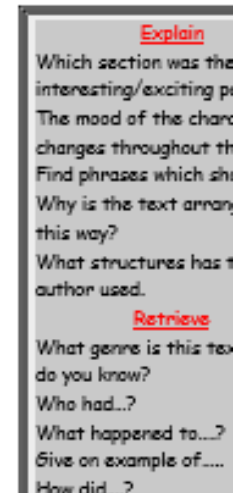


This may be in Guided Reading lessons, class novels or individually

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 Read Record for the reading helper.



Reading

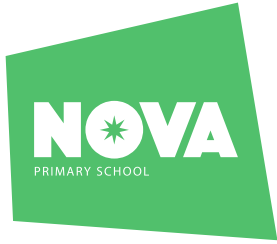
- Take 10 Challenge – will you pledge to hear or read your child read for at least ten minutes a day? (please sign up in your Nova Family Reading Record)
- When you read with your child, you are building their vocabulary, language and literacy skills, while improving concentration, curiosity and memory.

Teachers will nominate children and family members to enter a book token prize raffle every month!

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Signed:	Signed:	Signed:



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

Curriculum

NOVA
PRIMARY SCHOOL



Year 4

What did the Romans do for us?

Learning Journey

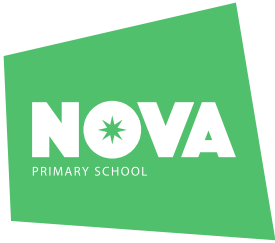
Engaging

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Nova Curriculum

Complete an archaeological dig with Roman artefacts in either soil or sand outside. How do we know about the Romans? Look at sources.	Write a newspaper article to detail the key events of the Roman artefact find at Nova Primary.	Timeline of Celts and Britain during this time. Looking at a map of Europe and how this has changed.	Who were the Romans and where did they come from? How did the Celtic way of life differ from that of the Romans? Who was Boudicca?	What evidence is there that the Romans were around Bristol? Local area study – looking at maps over time. Trip to Kingsweston Roman Villa. Roman roads.
Investigation into the best materials for shields and helmets.	What was life like for the Romans? Gladiators and conflict focus.	Look at 'A Wild Goose Chase' roman myth from the perspective of the goose	Children to make shields and look at the Roman's invasion, battle tactics and formations. Look into Boudicca.	Rewrite our own versions of Romulus and Remus – modern day?
Research into Roman houses, their features and inventions that we still have today.	Make shoe box houses – children to research poor/rich Roman person's house and then create.	Write non-chronological reports about Roman houses.	Research into Roman toilets, Romans baths and food.	Taste test a Roman breakfast and then make our own to be served at the museum.
What mattered to the Romans? Research the different Gods and link to how religion changed.	Create diary entries from the perspective of the character in Escape from Pompeii.	Science investigation into the best material for wiping a Roman's bum.	Make mosaics from paper in a collage style – small groups A3.	Museum to present houses to parents with non-chronological reports laid out.
Design and make clay sculptures of the Roman Gods.	Create their own Pompeii stories with description of the volcano eruption.	Volcano eruption with bicarbonate soda and vinegar.	What did the Romans leave behind that still affects us today? Research and note taking.	Children to work in partners/small groups to present one or two of the areas of Roman history that affect us today. Choice of presentation – ebook, poster, booklet etc.



Curriculum

- If you have expertise to offer in any of these topics, please let me know.
- *Trip to Kingsweston Villa 19.9.19*





Additional information

- *Term 1: PE on Mondays and Swimming on Tuesdays.*
- *This will change for Term 2.*

