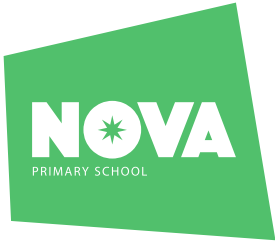


Welcome to Concorde Class





About Me

Mrs Clarke

Experience:

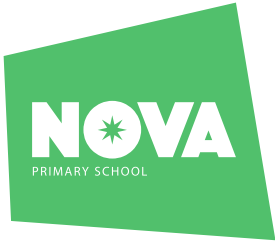
- Bachelor of Education, Major in Primary Teaching, Minor in Inclusive Education.
- 5 years of experience teaching children in Reception to Year 6 in a diverse range of schools in Australia and England.

Interests:

- Anything outdoors!

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

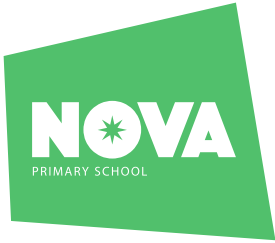


Morning Routine

- 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

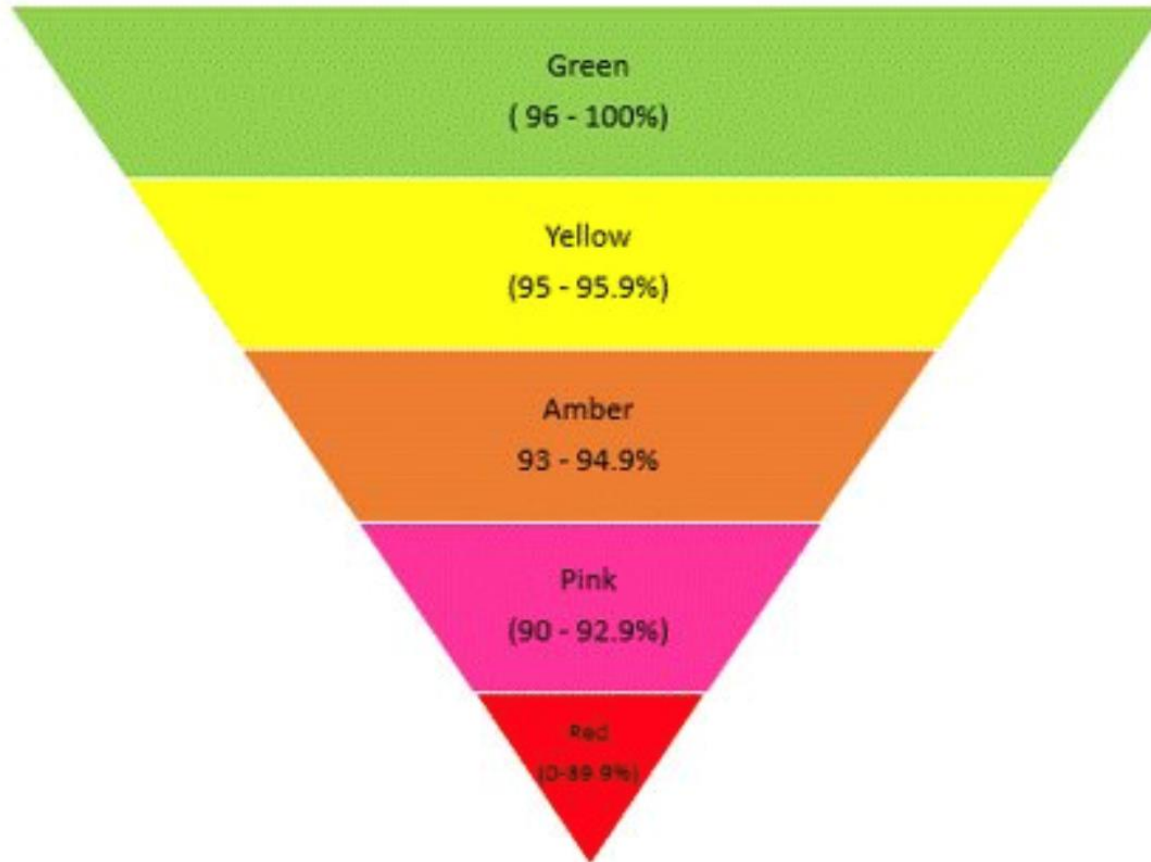


Attendance

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 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.	

EY/KS1 Family Friday

- On Fridays, parents and carers are invited to Family Friday events in class
- Opportunity to learn and have fun together
- Range of activities which will change weekly
- Your feedback and suggestions are much appreciated
- Safety note – please leave buggies outside

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 × 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 × 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: _____

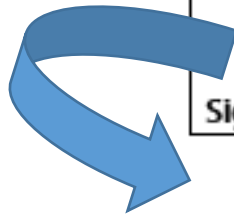
Class: _____



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 help

Questions to ask your child when reading - Key Stage 2

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Vocabulary

Which word tells you that...?
Find a word or phrase that suggests that

Explain

Which section was the interesting/exciting part?
The mood of the character changes throughout the text.
Find phrases which show why the text is arranged this way?
What structures has the author used.

Retrieve

What genre is this text? Do you know?
Who had...?
What happened to...?
Give an example of...
How did...?

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!

What can parents and carers do to support young readers?

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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>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:



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



Year 2

How do we know about the great fire of London?



Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

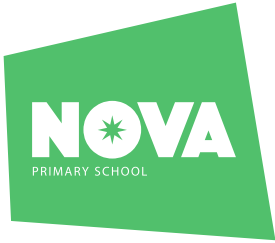
<p>Launch Children share what they know and what they want to know about fire. Children create flames for classroom wall display using tissue paper collage.</p>	<p>English (descriptive text) Children examine different types of fires and discuss their characteristics using adjectives. Children generate a list of adjectives for descriptive writing.</p>	<p>Geography (location knowledge) Children become aware of the Great Fire of London monument. They identify and locate England, Scotland, Wales, Northern Ireland on a map and know the capital cities.</p>	<p>History (chronological awareness) Children identify similarities and differences between objects of the past and present to establish what London was like in the 1600s.</p>	<p>History (historical enquiry) Children identify how the Great Fire of London began, using Samuel Pepys diary and other sources.</p>
<p>English (Informational text) Children identify safe fire practices and create an informational leaflet about Fire Safety Awareness.</p>	<p>Experience Special Visitors: Freshwater Theatre Company.</p>	<p>History (historical enquiry) Children identify how the Great Fire of London spread, using Samuel Pepys diary and other sources.</p>	<p>Science (comparative and fair testing) Children consider how the materials used in the construction of buildings in the 1600s contributed to the Great Fire of London.</p>	<p>D&T (Inspiration from design throughout history) Children design, make, evaluate and improve their own model house, selecting from a range of suitable materials.</p>
<p>Geography (geographical skills and field work) Children consider how the layout of London streets in 1600s contributed to the spread of the Great Fire of London. Children use maps and directional language to identify possible escape routes.</p>	<p>Experience Special visitor: Fire Service</p>	<p>English (explanation text) Children write an explanation to answer the question: <i>How did the Great Fire of London change the fire service?</i></p>	<p>Launch Children discover and chronologically sequence a mysterious diary from the Great Fire of London.</p>	<p>English (diary writing) Children write their own diary from the perspective of a child who experienced the Great Fire of London.</p>
<p>Computing (Multimedia) Children make a stop-go animation film to recreate the events of the Fire of London.</p>	<p>English Children write a script for their Great Fire of London storyboard.</p>	<p>Science (comparative and fair testing) Children consider the most suitable material for a boat to escape the Great Fire of London.</p>	<p>D&T (Inspiration from design throughout history) Children design, make, evaluate and improve their own model boat, selecting from a range of suitable materials.</p>	<p>Landing Children share stop-go animations with their families and carers.</p>

Curriculum

- If you have expertise to offer in any of these topics, please let me know

Dates to remember :

- *Freshwater Theatre Co =-Wed 13th Nov*
- *Dress up- Wed 13th Nov*
- *Fire Service – Fri 15th Nov*



Additional information

- *Swimming – Tuesdays*
- *PE - Thursdays*

