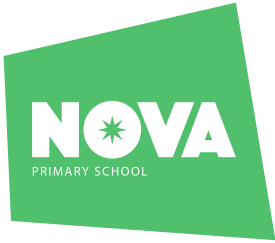


# Welcome to SSGB Class





# About Me

## Miss Catchpole

- 6 Years teaching experience – Year 1,2,3,4 and 6
- Specialised in children with additional needs during training
- Early Years Phase Leader
- Favourite aspect of teaching: Using practical, engaging activities to spark the imaginations and create real life, memorable experiences.

# 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.



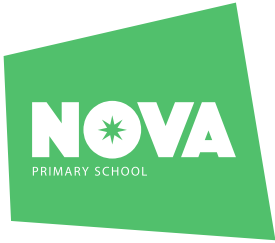
# Learning Partnership

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

2 golden rights:

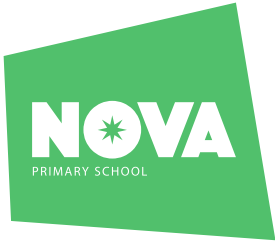
- Everyone has the right to learn
- Everyone has the right to be happy and safe

Home-School Agreement – paper copy to sign



# Morning Routine

- Doors open at 8:35
- Morning Routine:
- Children to be dropped off at the door from Monday
  - Children to hang up coats etc
  - Activities will be set up for all children to engage with.

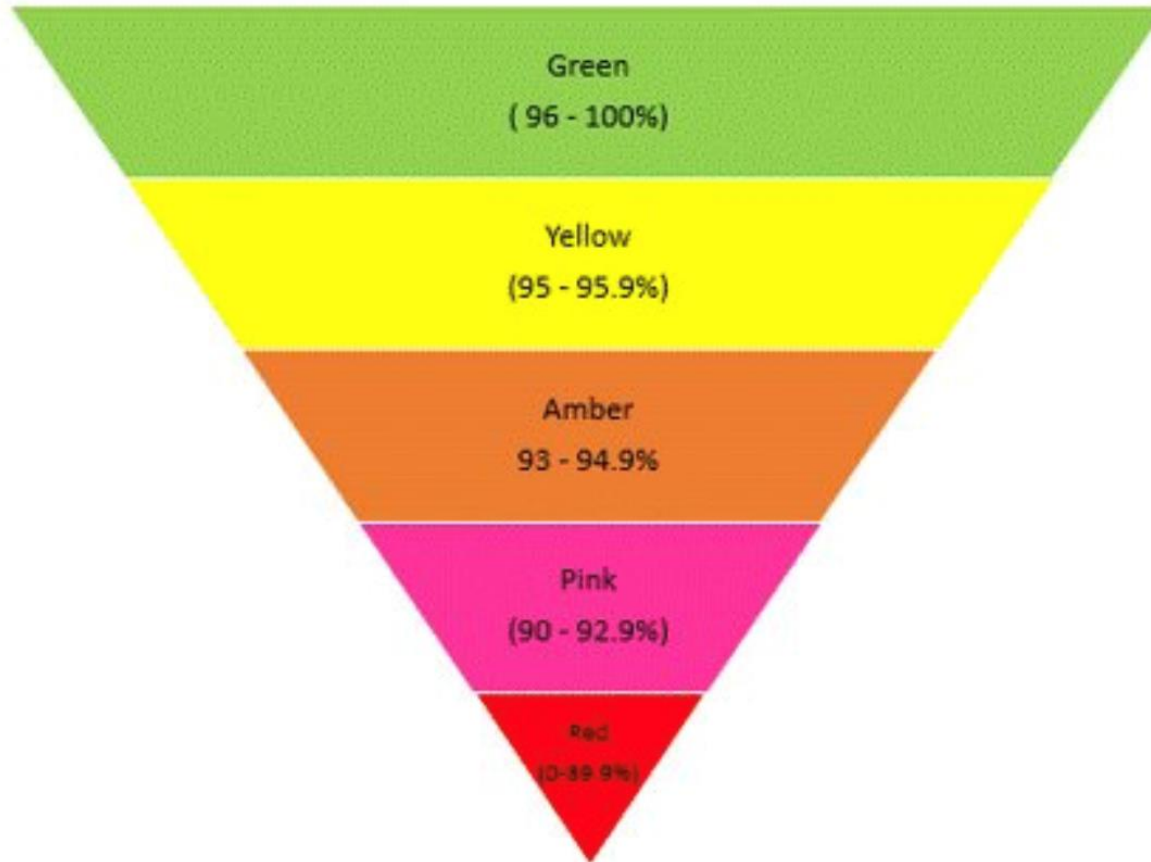


# Attendance

Attendance and punctuality are *extremely* important

- Doors open at 8:35
- Register is taken at 8:45
- Children coming in between 9:00 -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	
<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

# 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 <sup>2</sup> 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 <sup>2</sup> 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

- You can help your child in maths by...
- Practising number recognition and counting to 100.
- Simple addition and subtraction within 20.
- Real life Maths e.g. money.
- Learning 2s, 5s and 10 times tables.

# 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

# New, whole-school Reading Records



## Family Reading Record

(and guide for the reading helper)

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

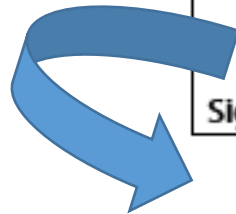
Class: \_\_\_\_\_



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 and Spelling High Frequency Words

				
the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
				
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off

- Yellow High Frequency word books.
- To develop fluency in reading children need to learn to recognise these words by sight.
- To develop writing children need to learn to spell these words independently, without sounding them out.
- Please practise these words with your child every time you read.
- We will practise and assess these words in school. Children can collect stickers for each section.

# 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 re targeted.

'VIPERS' prompt question printed in every Nova Re Record for the reading h

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

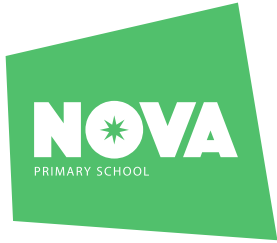
Explain

Which section was the interesting/exciting part?  
The mood of the character changes throughout the text. Find phrases which show this. Why is the text 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...?





# Curriculum

**L**earning Journey

**E**ngaging

**A**uthentic


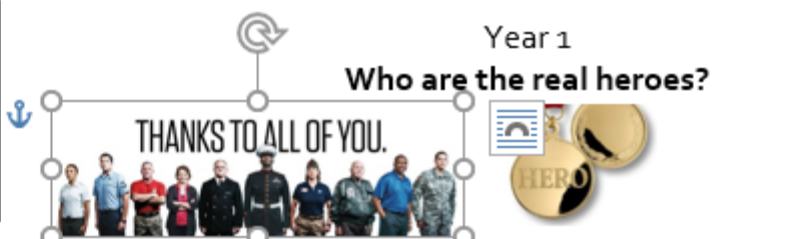

**R**igorous

**N**ova 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 &amp; 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 &amp; 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 &amp; 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 &amp; 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 &amp; 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 &amp; 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

  				
Learning Journey <b>E</b> ngaging <b>A</b> uthentic <b>R</b> igorous Nova Curriculum				
<b>Launch: Police Role Play and Crime Scene</b>	<b>English</b> Cops and Robbers book to engage children in writing. Children will be describing characters from the story using adjectives.	<b>LOE (Discussion)</b> Find out who the real heroes are and why someone is a hero.	<b>Science (Floating and sinking)</b> Children to investigate different materials to find out what floats or sinks to build a boat.	<b>English (Questions)</b> Children to ask and write questions to solve a mystery and develop questions for interviews to interview a police officer.
<b>DT (Baking)</b> To design, make and review a cake to sell at our raising money for heroes bake sale.  <b>Landing Bake Sale</b>	<b>Experience:</b> <b>To interview a real life police officer.</b>	<b>English (Letter)</b> Children to find out about the Invictus games and write a letter to Prince Harry.	<b>DT/ PSHE (Healthy eating)</b> To design, make and review a healthy snack for the Invictus athletes.	<b>Landing – Invictus Games</b> <b>PE/ PSHE (Empathy of others)</b> To have our Invictus games to understand resilience and determination to succeed.
<b>Science (Our bodies)</b> Investigating bones and skeletons. Linking to nurses and doctors.	<b>Science/ History</b> To learn all about Nursing through history – Florence Nightingale.	<b>Science (Seasonal Changes)</b> To explore seasonal changes. Links to harvest and seasonal festivals.	<b>Launch</b> <b>Random Act of Kindness</b> <b>Looking at giving and being a good friend.</b>	<b>PSHE</b> The act of giving. Children to create their own random acts of kindness to make someone smile.
<b>English (Thank you notes)</b> Children to write a letter/ postcard to thank someone for being a good friend.	<b>Landing</b> <b>To perform our hero choir.</b>	<b>English (Christmas Stories)</b> To explore the true meaning of Christmas and giving.	<b>Landing</b> <b>To perform to the elderly.</b>	



# Curriculum

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





# Additional information

- PE Days = Wednesday and Friday
- Forest School – Thursday afternoons. Please send your child with wellies and waterproof clothing.