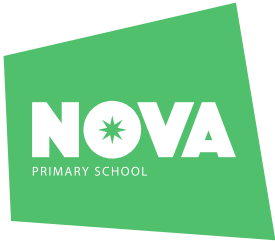


Welcome to Kingsweston Class





About Me

Christopher Beech

- This is my 4th year teaching
- Experience across the whole of Key stage 2 – having gained valuable experience as a teaching assistant prior to qualifying.
- I enjoy getting out on my motorbike, spending time with loved ones.
- I love seeing the lightbulb moment when children have understood something.

Learning Partnership

As teachers we want to support children and families. We will work together to ensure all children are happy, safe and learning.



Home-School Agreement (emailed to you) outlines the role of school staff, parents and children in a successful learning partnership.



Communication

- You can make an appointment with me by emailing or phoning the school office.
- You will also be able to speak to me at pick up time most days.

Mindful Morning Routine

Gates open at 8.35am

- *EYFS & KS1 – parents and carers wait with children on the playground.*
- *KS2 children walk to their playgrounds and classrooms independently. Teachers will be there to greet them.*
- ***Whistle blown at 8.43am and children line up with their teacher.***

Morning routine in class:

- *Children to hang up coats & bags etc*
- ***Mindful morning activities will be set up for all children to engage with whilst the register is taken.***

Gates will be locked at 8.50am

Zones of Regulation

Mindful mornings (and times throughout the school day) will be an opportunity to teach children to recognise their emotions. Throughout the year we will be teaching and developing a bank of strategies with the children that they can use to help regulate their emotions. You can support by using the language of zones of regulation at home and to communicate to us.

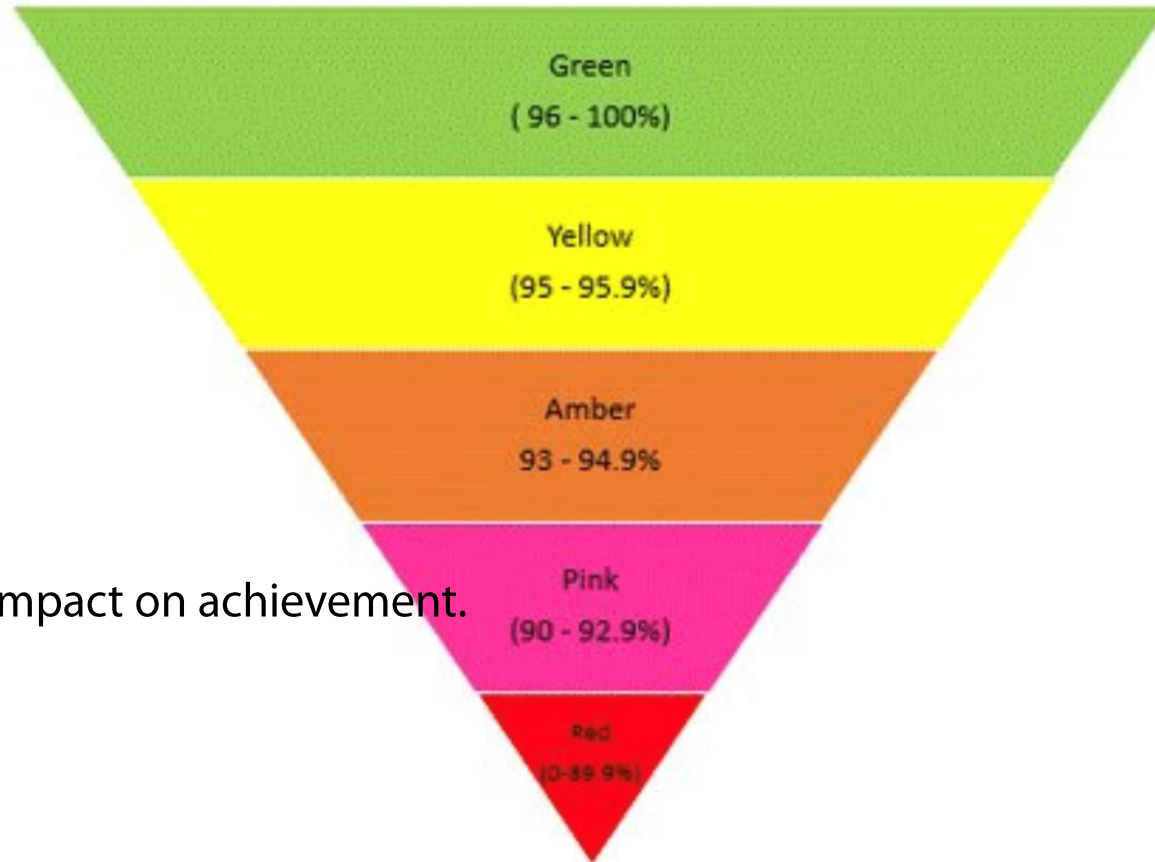
| What Zone Are You In? | | | |
|--|--|--|--|
| Blue | Green | Yellow | Red |
|  |  |  |  |
| Sick Sad Tired Bored Moving Slowly | Happy Calm Feeling Okay Focused Ready to Learn | Frustrated Worried Silly/Wiggly Excited Loss of Some Control | Mad/Angry Mean Yelling/Hitting Disgusted Out of Control |

Attendance

Attendance and punctuality are *extremely* important. Being on time helps prepare all children to be settled and ready for their school day.

- Gates open at 8:35am
- Register is taken at 8.45am
- Gates are locked at 8.50am Your child *must* be in before this time.
- Children coming in between 8.45am -9.30am will be marked as 'late'.
- Children coming in after 9.30am, will be marked as an 'absent'.
- It is a Nova expectation from EY that children attend *every* day.

Attendance



Attendance has an impact on achievement.

| 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






Nova's 2 golden rights:

- Everyone has the right to learn
 - Everyone has the right to be happy and safe
- Positive approach to behaviour management
 - Recognition board, postcards, phone calls home, appreciation
 - Weekly Nova star award and termly 'Above and Beyond' award

Behaviour

- Our behaviour policy can be viewed on our website, including steps & consequences.

When this occurs, we implement the following strategies:

| | | |
|---------------------|---|---|
| Take up time | Reminder from adult of expected behaviour with a wink or a nod. |  |
| Step 1 | Mini-chat: A scripted conversation ³ 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 ⁴ and direction towards regulation station explained: 5 minutes for KS1 children accessing regulation strategies 10 minutes for KS2 children accessing regulation strategies This will be followed up with a scripted restorative conversation* with adult and recognition of regulation. |  |
| Step 3 | If challenging behaviour continues, 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 Plan will be implemented in a meeting with parents/carers and class teacher. |  |

- Parents will be informed if their child reaches a step 3 or needs a positive behaviour plan.



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? <i>Significant figures in history</i> Big idea: Making a difference</p> | <p>How can we make traditional tales come to life? <i>Stories - Materials</i> Big idea: Morals</p> | <p>Why is water precious? <i>Plants & animals - Journeys – Oceans</i> Big idea: Uses and preserving</p> |
| Year 2 | <p>What was it like to live in Victorian times? <i>Comparison Queen Victoria and Elizabeth 1 – The Great Exhibition of 1851 – Sources of information – Changes over time</i> Big idea: Researching history</p> | <p>What makes Bristol brilliant? <i>Significant events and people in local History - Brunel – DT - Shirehampton/ Weston Super Mare – Fieldwork</i> Big idea: Legacy & Community</p> | <p>What makes Africa amazing? <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 Britain? <i>Stone age – Iron age – Ancient Egyptians</i> Big idea: Changes over time</p> | <p>How can science educate and entertain us? <i>Research & discoveries- Electricity – Forces and magnets</i> Big idea: Cause and effect</p> | <p>Why should we care about the environment? <i>Environment – Rainforests – South America</i> Big idea: Preserve and protect</p> |
| Year 4 | <p>Who were the Romans and what was their legacy on Britain? <i>Romans - Europe</i> Big idea: Changes over time</p> | <p>How has STEM changed the world? <i>Designs changing over time – Light & sound - Supporting disabilities</i> Big idea: Legacy & Design</p> | <p>What's the most important thing about chocolate? <i>Fairtrade – Cooking - Mayans</i> Big idea: Fairness and moderation</p> |
| Year 5 | <p>Why were the European invaders (Vikings) such successful conquerors? <i>Vikings – Anglo Saxons - Europe</i> Big idea: Compare & Contrast</p> | <p>How have the Ancient Greeks influenced us? <i>Greek influence on Western life</i> Big idea: Legacy and belief</p> | <p>What makes planet Earth unique? <i>Science – Space - Mountains, rivers & water cycle Geography - Natural disasters</i> Big idea: Exploration and mystery Big idea: Survival and Prevention</p> |
| Year 6 | <p>Britain in the 20th Century - What changes have been seen? <i>WW2 – Windrush - Local history - legacy</i> Big idea: Comparison & Empathy</p> | <p>How did the Earth evolve? <i>Evolution – Volcanoes and Earthquakes – Natural disasters</i> Big idea: Changes & Diversity</p> | <p>How can life be celebrated through animation? <i>Animations – Technology – Legacy</i> Big idea: Celebration & Creation</p> |

States of being




BEING A...



GEOGRAPHER, SCIENTIST, MUSICIAN, AUTHOR, PHILOSOPHER, READER, MATHEMATICIAN, ARTIST, ENGINEER, HISTORIAN

To help children develop their knowledge about different subjects in the wider curriculum.

Curriculum

| Why were European invaders such successful conquerors? | | | | | | | | | | | | |
|--|---|--|-------------------------|--------|--------|--------|---|------------------------------|--|------------------------|---------|---------|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Maths  Mathematician | Decimal fractions (NCETM) | | | | | | | | | | | |
| Reading  Author: Reading skills | Erik the Viking – Viking sagas Non-fiction about Viking life | | | | | | Orphans of the tide The Flower Flotsam Tuesday | | | | | |
| Writing  Author: writing skills | <ul style="list-style-type: none"> What we'll build (picture book) Cold write for Non Chron | Viking non-chrons: Longboats Viking non-chrons: Longboats Viking life | Narrative: Viking sagas | | | | recount/letters based on Flotsam and Tuesday and The Flower | Non Chrons: Anglo-Saxon life | Arguements for and against the Viking invasion of the UK | How to get to Valhalla | | |
| Science | Children learn about forces <i>(Taught by Miss Catchpole in PPA)</i> | | | | | | Children learn about working scientifically <i>(Taught by Miss Catchpole in PPA)</i> | | | | | |



Curriculum

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



Home Learning –reading and key skills!

- Our home learning policy has been updated following consultation.
- *The focus for home learning is on reading and key skills – the building blocks!*

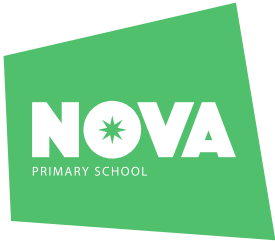


- Our home learning policy and update will be shared with you next week, along with our class homelearning for this term.
- This week focusing on getting to know the children.



Home Learning – Reading and key skills!

- Children are expected to read at home everyday as reading is the key to success!
- Children KS2 will have TTR and Spelling Shed log ins to practise their number and spellings skills at home.
- Some optional suggested home learning activities linked to the wider curriculum will also be shared termly.
- If you want further guidance or additional materials to support your child with their learning at home, please speak to me.



Dates for the diary

- Phonics and reading information meeting for all parents – Tuesday 28th September at 3.30pm in school hall with Frankie Owen (EYFS & Phonics leader) and Dympna Leonard (English leader).
- Maths information meeting for all parents – Thursday 30th September at 3.30pm in school hall with Emma Cuthbert (Maths leader).



Reading

- Our 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.
- Please read daily with your child at home. For strategies to support we have a phonics and reading information meeting for all parents – Tuesday 28th September at 3.30pm in school hall.

Our whole-school Reading Records



Family Reading Record

(and guide for the reading helper)

Name: _____

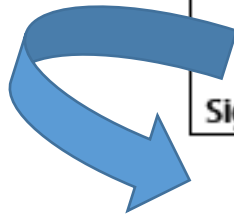
Class: _____



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.

PRIMARY SCHOOL

Questions to ask your child when reading - Key Stage 2

Reading Vipers

Vocabulary
Inf
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...?



Maths

- Maths curriculum develops fluency, reasoning & problem solving skills.
- Knowing number facts & times tables quickly helps in all areas of maths. Please support your child with this at home 5x a week!
- We will send home information about your child's specific targets too so you know what to help them with at home.
- Times Table Rockstars in KS2 – all children have log ins.

A colorful grid of multiplication tables, titled "Times Tables" in yellow text on a blue background. The grid is organized into four columns and three rows. Each cell contains a multiplication problem (e.g., 2x1, 2x2, etc.) and its corresponding product. The numbers are color-coded: 2 is pink, 3 is blue, 4 is green, 5 is orange, 6 is purple, 7 is light blue, 8 is light green, and 9 is light pink. The products are in black text.

Additional Information

- *PE days are Tuesday and Wednesday.*
- *Please encourage children to use TTRS and spelling Shed as often as possible.*