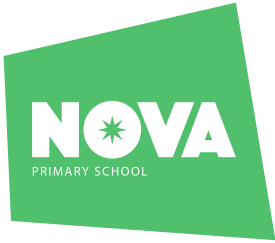




Welcome to Morph Class





About Me

Emma Cuthbert

- Year 5 teacher for three years
- This is my second year teaching Year 6 – super excited!
- Whole school mathematics lead
- I like reading, exercise and cooking!
- I love teaching Key Stage 2 – no day is the same and there is always, always something to smile about!
- I feel privileged to celebrate Morph's final year at primary!

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

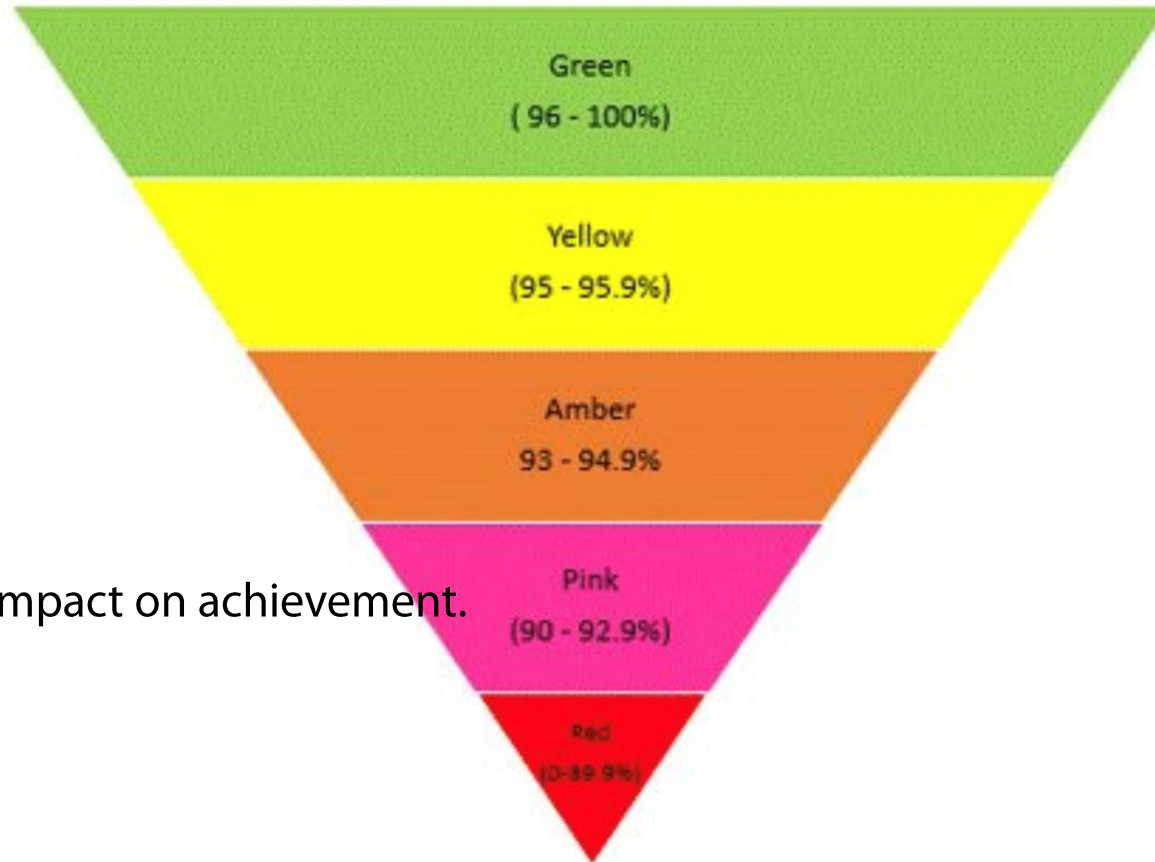


Attendance

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

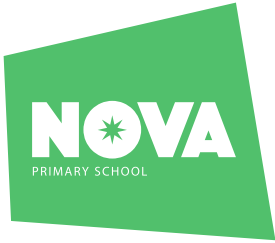
- Gates open at 8:35am
- Register is taken at 8.45am
- Gates are locked at 8.50am Your child *must* be in before this time.
- Children coming in between 8.45am -9.30am will be marked as 'late'.
- Children coming in after 9.30am, will be marked as an 'absent'.
- It is a Nova expectation from EY that children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

Year 6															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9	Week 10	Week 11	Week 12	Assessment Week	Week 14
Maths  Mathematician	Four Operations					Place Value		Term 2	Place Value	Draw and decompose shapes	Four Operations			Area and perimeter	
Reading  Author: Reading skills	Carrie's War- Nina <u>Bawden</u> Guided reading sessions and Ashley Booth								Carrie's War- Nina <u>Bawden</u>	The Arrival - Shaun Tann The Story of the Windrush- K.N.Chimbiri Coming To England <u>By Floella Benjamin</u> Guided reading sessions and Ashley Booth					
Writing  Author: writing skills	What was it like being a soldier during WW2? (Beyond the Lines Animation)	What was it like being an evacuee during WW2? (Linked to Carrie's War)		How can we write instructions for our embroidery patches?					The Arrival (first person recount). What feeling, emotions and thoughts occur when someone migrates?	Newspaper Report- <u>Windrush</u>	Jamaican persuasive holiday brochure.				
Science  Scientist	Children learn about (Taught by Miss Catchpole in PPA) Electricity								Children learn about (Taught by Miss Catchpole in PPA) Living things and their habitat.						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
History 	(L1)What changes in History (20 th century) do we know of? (L2)Bristol in the 20 th century- what changes have you seen?	(L3) Where does WW2 fit in history? Why did WW2 start? (L4)Which countries were involved in WW2?	(L5) What significant events happened? (L6) How was Bristol affected? (TRIP- Michael Gorley- different sources)	(L7) How did people keep safe? Evacuee Day				T e r m 2					What difficulties/ issues are the Windrush Generation facing now?		
Geography 									Hook- (L1) Jamaican Food tasting (L2) What is migration? Why do people migrate?	Where is the Caribbean? What time zones did people on the Windrush travel through?	<u>Windrush</u> What was life like for the Windrush generation in the Caribbean? How was this similar and different to their life in	How did the HMT Empire Windrush get to the UK? How far did the HMT Empire Windrush sail?			

										England?				
Design and Technology  Engineer					(L9) Why did 'Make do and Mend' start? (L10) How do you improve a patch using embroidery?	(L11) How do you improve a patch using embroidery?							Cooking for exhibition-food from the 20th century. How do you make war time vegetable turnovers?	
Art  Artist													What is perspective drawings? Can you identify the vanishing point, horizon and lines of perspective? plan and create perspective drawing using a variety of drawing skills	
Computing	Internet Communication (T1)							3D Modelling (T2)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Activate w Go to Setting	



Curriculum

- If you have expertise to offer in any of these topics, please let me know.
- Friday 24th September Bristol Heritage visit (WW2 focus).
- Thursday 30th September Bristol walk with Michael Gorley.
- Friday 10th September Year 6 20th Century Exhibition (parents invited).



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: _____

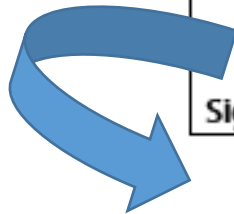
Class: _____



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>
<p>Signed: _____</p>	<p>Signed: _____</p>	<p>Signed: _____</p>



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...?

Additional Information

- *PE days – Monday and Thursday*
- *Addition SATs practice homework books*
- *Mrs Catchpole will teach the class every other Monday*