

# Welcome to Rolls Royce Class





# About us!

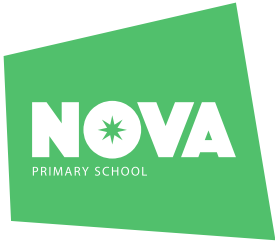
You are very lucky to have two Teachers this year, Miss Shelton and Miss Pinnell 😊

**Miss Shelton – Monday, Tuesday, Wednesday AM**

I have been teaching for 7 years and have experience across the school. My favourite thing about teaching is planning exciting, fun and memorable lessons and getting to know the children really well. I've gone down to part time for now as I had a baby this time last year who is almost one now.

**Miss Pinnell – Wednesday PM, Thursday, Friday**

I have been teaching for 9 years and have lots of experience working in Year 2. I love seeing that "lightbulb" moment when a child has successfully learnt something new. Outside of school I love spending time with my two small children!



# 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 myself or Miss Pinnell by emailing or phoning the school office.
- You will also be able to speak to us at pick up time most days.



# Mindful Morning Routine

Gates open at 8.35.

- *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.

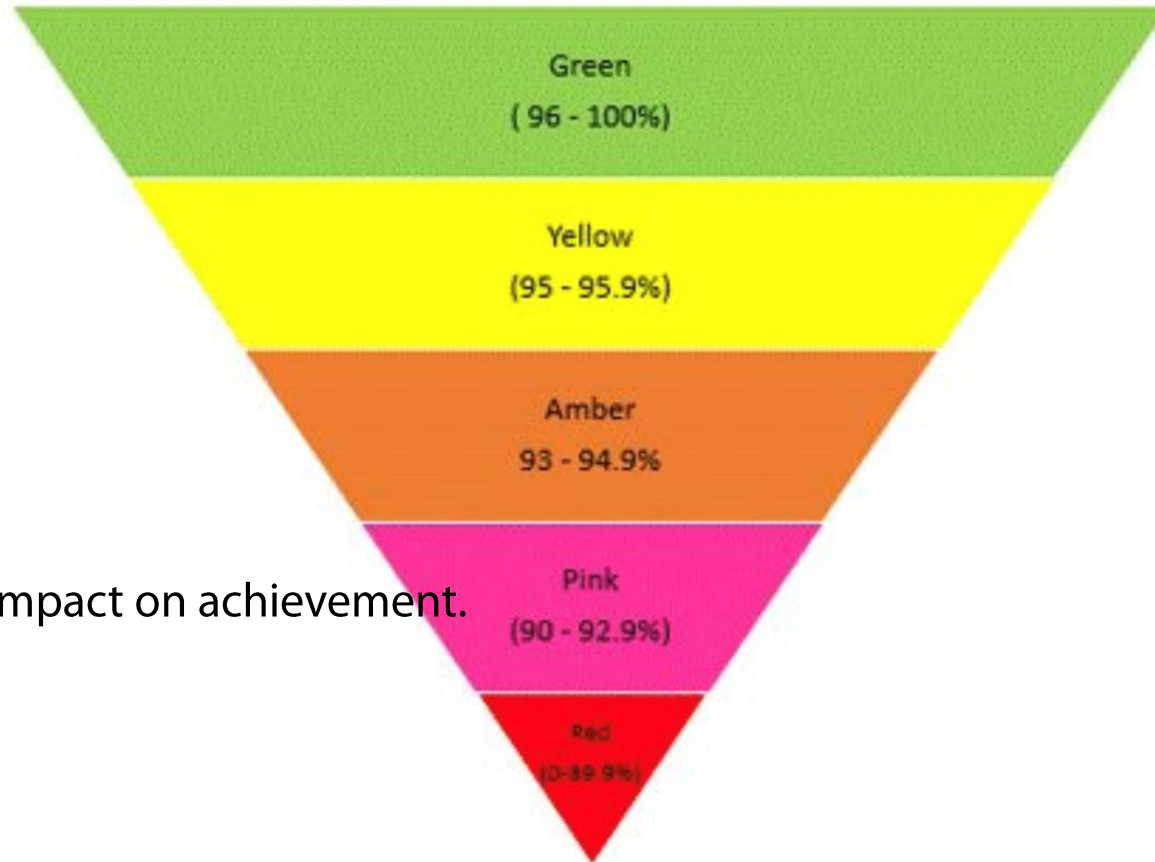
What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

# 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.

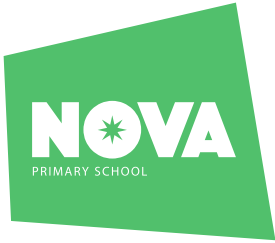
# Attendance



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 and where we implement the following strategies:

<b>Take up time</b>	Reminder from adult of expected behaviour with a wink or a nod.	
<b>Step 1</b>	Mini-chat: A scripted conversation <sup>3</sup> of 30 seconds and a reminder about the task and an offer of help.	
<b>Step 2</b>	Five-minute check-in following Step 1 and praise correct behaviour or Further Scripted Behaviour Intervention <sup>4</sup> 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.	
<b>Step 3</b>	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.	
<b>Step 4</b>	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

**L**earning Journey

**E**ngaging

**A**uthentic

**R**igorous

**N**ova Curriculum

# Curriculum

	Term 1 & 2 <b>Lessons from the past</b>	Term 3 & 4 <b>Investigating &amp; making a difference</b>	Term 5 & 6 <b>What a wonderful world!</b>
<b>EY</b>	Topics to be decided based upon children's interests		
<b>Year 1</b>	<b>Who are the real heroes?</b> <i>Significant figures in history</i> Big idea: Making a difference	<b>How can we make traditional tales come to life?</b> <i>Stories - Materials</i> Big idea: Morals	<b>Why is water precious?</b> <i>Plants &amp; animals - Journeys – Oceans</i> Big idea: Uses and preserving
<b>Year 2</b>	<b>What was it like to live in Victorian times?</b> <i>Comparison Queen Victoria and Elizabeth 1 – The Great Exhibition of 1851 – Sources of information – Changes over time</i> Big idea: Researching history	<b>What makes Bristol brilliant?</b> <i>Significant events and people in local History - Brunel – DT - Shirehampton/ Weston Super Mare – Fieldwork</i> Big idea: Legacy & Community	<b>What makes Africa amazing?</b> <i>Comparing UK to a non-European country– animals</i> Big idea: Diversity and Comparison
<b>Year 3</b>	<b>Would you prefer to live in Ancient Egypt or the Stone age Britain?</b> <i>Stone age – Iron age – Ancient Egyptians</i> Big idea: Changes over time	<b>How can science educate and entertain us?</b> <i>Research &amp; discoveries- Electricity – Forces and magnets</i> Big idea: Cause and effect	<b>Why should we care about the environment?</b> <i>Environment – Rainforests – South America</i> Big idea: Preserve and protect
<b>Year 4</b>	<b>Who were the Romans and what was their legacy on Britain?</b> <i>Romans - Europe</i> Big idea: Changes over time	<b>How has STEM changed the world?</b> <i>Designs changing over time – Light &amp; sound - Supporting disabilities</i> Big idea: Legacy & Design	<b>What's the most important thing about chocolate?</b> <i>Fairtrade – Cooking - Mayans</i> Big idea: Fairness and moderation
<b>Year 5</b>	<b>Why were the European invaders (Vikings) such successful conquerors?</b> <i>Vikings – Anglo Saxons - Europe</i> Big idea: Compare & Contrast	<b>How have the Ancient Greeks influenced us?</b> <i>Greek influence on Western life</i> Big idea: Legacy and belief	<b>What makes planet Earth unique?</b> <i>Science – Space - Mountains, rivers &amp; water cycle</i> <i>Geography - Natural disasters</i> Big idea: Exploration and mystery Big idea: Survival and Prevention
<b>Year 6</b>	<b>Britain in the 20th Century - What changes have been seen?</b> <i>WW2 – Windrush - Local history - legacy</i> Big idea: Comparison & Empathy	<b>How did the Earth evolve?</b> <i>Evolution – Volcanoes and Earthquakes – Natural disasters</i> Big idea: Changes & Diversity	<b>How can life be celebrated through animation?</b> <i>Animations – Technology – Legacy</i> Big idea: Celebration & Creation

# 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



## What was it like to live in the Victorian times?

- L earning Journey
- E ngaging
- A uthentic
- R ighteous
- N ova Curriculum

Year 2

Terms 5 & 6

Big concept: Researching history

**Overview:**

This enquiry enables learners to learn about life in the Victorian times, including learning about what childhood was like, Queen Victoria (and comparing to Elizabeth 1<sup>st</sup>), toys and inventions. The children will focus on what The Great Exhibition is and then end the unit by creating their own versions of inventions presented in it.

Over the two terms, we will have the opportunity to visit Muller House Orphanage which links to our class text of Oliver Twist. We will also hopefully have a visit from Fresh Water Theatre Company.

Class texts have been chosen to enrich children’s learning, encouraging children to make links with their reading and wider curriculum learning. For example, after reading ‘Queen Victoria’s Bathing Machine’ by Gloria Whelan, children will research, design and evaluate Victorian bathing machines, before making their own. After reading Oliver Twist by Charles Dickens, children will make links with their wider curriculum learning and take part in an experience day where they dress up, role play and make porridge.

**Learning links (previous learning):**

Year 2 ‘What makes Bristol brilliant?’ unit

**Celebrating diversity and inspirational People:**

Queen Victoria

**Launch and Landings**

**Launch:** Children participate in a Victorian Immersion Day. They examine a range of Victorian artefacts and generate questions for enquiry.

**Landing Term 1:** Children will come to school dressed as Victorians and will experience what a school day during this time will be like.

**Landing Term 2:** The Great Exhibition where children will showcase their Victorian inventions. Date TBC.

**Experiential learning opportunities:**

Muller House Orphanage (Monday 4<sup>th</sup> October)

Fresh Water Theatre Company (Date TBC)

Victorian School Experience Day (Thursday 14<sup>th</sup> October)



# Curriculum

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

## *Important Dates...*

- *Trip to Muller Orphanage – Monday 4<sup>th</sup> October*
- *Victorian School Day – Thursday 14<sup>th</sup> October*



# EY/KS1 Phonics Friday

- Once children have settled into school, at the end of term 1 we will be starting 'Phonics Fridays'. Starting dates and arrangements will be confirmed soon.
- On Friday afternoons, parents and carers collecting children will be invited into class early to see and join in with children's phonics sessions.
- Opportunity to learn and have fun together. Can help parents support their children with their phonics and reading at home.

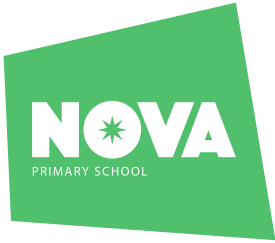


# Home Learning –reading and key skills!

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

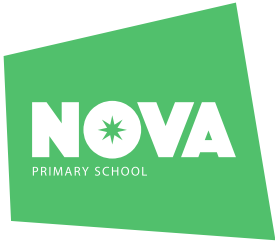


- Our home learning policy and update will be shared with you next week, along with our class homelearning for this term.
- This week focusing on getting to know the children.



# 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 28<sup>th</sup> 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 30<sup>th</sup> 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 28<sup>th</sup> September at 3.30pm in school hall.

# Our whole-school Reading Records



## Family Reading Record

(and guide for the reading helper)

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

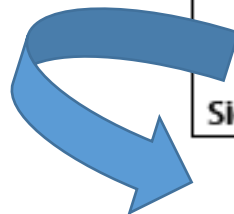
Class: \_\_\_\_\_



What can parents and carers do to support young readers?

## Nova Primary 'Take 10 Challenge'

<p><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

- 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**

**V**ocabulary  
**I**nf  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence 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...?

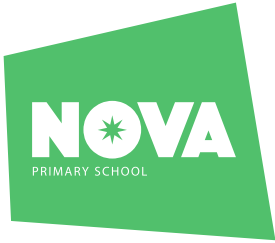


# Maths

- 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!
- Year 2 children need to know their 2, 5 and 10 times tables confidently by the end of the year.
- 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., 2 x 2 = 4) and its result. The numbers are color-coded: 2s are blue, 5s are green, and 10s are red. The grid covers multiplication facts from 2x2 up to 10x10.

Times Tables			
2x2=4	2x3=6	2x4=8	2x5=10
3x2=6	3x3=9	3x4=12	3x5=15
4x2=8	4x3=12	4x4=16	4x5=20
5x2=10	5x3=15	5x4=20	5x5=25
6x2=12	6x3=18	6x4=24	6x5=30
7x2=14	7x3=21	7x4=28	7x5=35
8x2=16	8x3=24	8x4=32	8x5=40
9x2=18	9x3=27	9x4=36	9x5=45
10x2=20	10x3=30	10x4=40	10x5=50



# Additional information

- *Our first session of PE is alternating Tuesday/Wednesdays with the sports coaches*
- *Our second session is on Friday afternoons with Miss Pinnell*