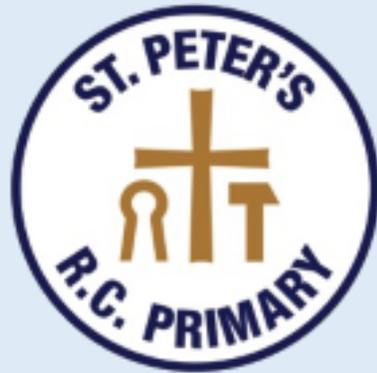
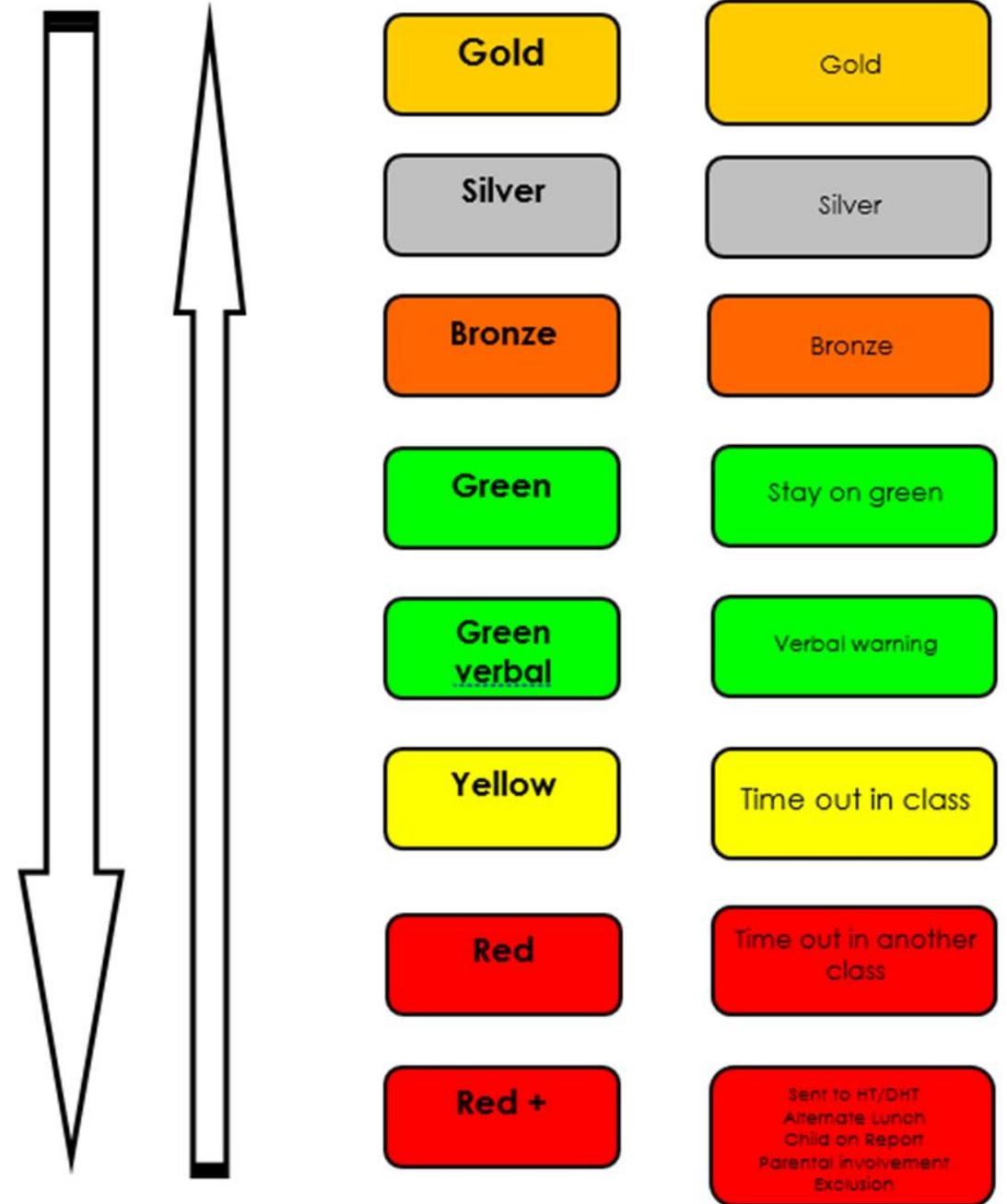


*Welcome Parents  
and Carers!*



*Miss Buehler Miss Freeman*

# Behaviour Policy



## Sanctions

- Before moving a child's name down the behaviour chart, children will be given a reminder. We use a range of techniques to encourage children to make good choices and to follow the rules. However, if we have tried a range of strategies and a child is clearly choosing to behave inappropriately, then we will follow the stages below.

### Stage 1 - Verbal warning (Green)

- Child is given a verbal warning.

### • Stage 2 (Yellow)

- Child is given time out in the classroom. Children will spend the time reflecting on their behaviour and how to improve it. Time is spent with an adult to discuss the incident/behaviour and to remind the child about our core values and classroom rules.

### Stage 3 (Red)

- Child is sent to another classroom, with work, for a timed period. The child is sent with a 'Time out of Class' sheet.

### Stage 4 (Red+) HT/DHT

- Having reached Stage 3 the child is then expected to be on their BEST BEHAVIOUR for the rest of the day. Any further unacceptable behaviour goes straight to **Stage 4**.
- The child is sent to the HT/DHT with work to complete and will stay with her for the remainder of the session. The child should be sent with a 'Referral to senior leader behaviour sheet'
- The child will attend an alternative lunchtime where they will complete a reflection sheet and discuss their behaviour with the HT/DHT
- The HT/DHT will log the behaviour and will contact the parent at the earliest convenient time. A letter will be sent to parents.
- The child may then be on REPORT for a week.

- If a child on report continues to misbehave, the HT/DHT will call the parents for a meeting to discuss the behaviour.
- Some of the following sanctions may be used;
- The child may receive an in-school exclusion of half a day or a day. This will happen under the supervision of the HT/DHT. The class teacher should provide adequate activities to keep the child occupied for the session.
- Playtimes and lunchtimes may be missed, these will be supervised by the HT/DHT.
- The child may miss classroom activities, e.g. school trips and clubs.

# Attendance

If a child misses	that equals...	which is...	and over 13 years of school that's...
<b>1 day per fortnight (90% attendance)</b>	<b>19 days per year</b>	<b>≈ 4 weeks per year</b>	<b>Nearly 1½ years</b>
<b>1 day per week (80% attendance)</b>	<b>38 days per year</b>	<b>≈ 8 weeks per year</b>	<b>Over 2½ years</b>
<b>2 days per week (60% attendance)</b>	<b>76 days per year</b>	<b>≈ 16 weeks per year</b>	<b>Over 5 years</b>
<b>3 days per week (40% attendance)</b>	<b>days per year</b>	<b>≈ 24 weeks per year</b>	<b>Nearly 8 years</b>

- 95%
- *Please phone the school office to let us know if your child is absent*
- *Coughs/Colds*

# *Punctuality*

## Every Minute Counts

5 minutes late each day	3 days lost
10 minutes late each day	6.5 days lost
15 minutes late each day	10 days lost
20 minutes late each day	13 days lost
30 minutes late each day	19 days lost



# Daily Routines

- *Parents/Carers must escort children to the classroom door and wait until it has been opened by the teacher before departing.*
- *It is a significant health and safety risk to send your child into school by themselves.*
- *Please do not allow children on the school playground equipment before or after school.*

# P.E.

- *Tuesdays and Wednesdays*
- *Please ensure children do not wear earrings on these days.*
- *Please ensure they have the new PE kit.*
- *Winter weather - appropriate clothing*



# Homework

- Homework will be given out on Fridays and is to be returned on Wednesdays.
- Weekly homework includes; Spellings, Maths, English, and of course daily reading!
- Prayers will be given to children to learn.

# Reading

Regular reading with your child at home impacts a child's success at school greatly!

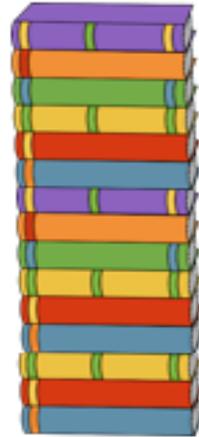


**Child A**

Reads **20 minutes** per day.

**3,600 minutes** per year.

**1,800,000 words** per school year!



**Child B**

Reads **5 minutes** per day.

**900 minutes** per year.

**282,000 words** per school year.



**Child C**

Reads **1 minutes** per day.

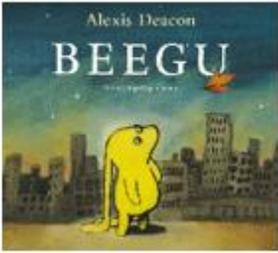
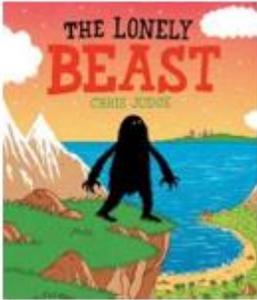
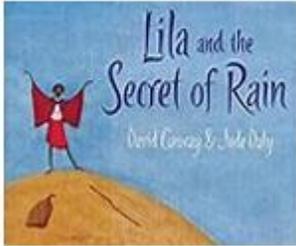
**180 minutes** per year.

**8,000 words** per school year.



# Reading

- Parents or older siblings (16+) are able to sign your child's Reading Record
- Reading Records need to be signed at least 3 times a week, ideally every night.
- Weekly Reading Competition: certificate and small sweet if your child reads everyday and once on the weekends (reading books must be signed).
- We have provided a reading guide inside your child's Reading Record to support you with questions to ask your child before, during and after reading
- Books will be changed on Mondays and Thursdays if you have written in their Reading Records.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b></p> <p>All literary genres are taught using a wide range of quality texts.</p>	<p><b>The Fox and the Star</b></p>  <p>Writing:</p> <ul style="list-style-type: none"> <li>List, labels and captions</li> <li>Letter writing</li> <li>Character descriptions</li> <li>List Poetry</li> </ul>	<p><b>Leaf</b></p>  <p>Writing:</p> <ul style="list-style-type: none"> <li>Predictions</li> <li>Non-chronological report</li> <li>Letter writing</li> <li>Narrative</li> </ul>	<p><b>Beegu</b></p>  <p>Writing:</p> <ul style="list-style-type: none"> <li>Instructions</li> <li>Letter writing</li> <li>Writing in Role</li> <li>Free Verse Poetry</li> </ul>	<p><b>The Lonely Beast</b></p>  <p>Writing:</p> <ul style="list-style-type: none"> <li>Newspaper Article</li> <li>Diary entry</li> <li>Character Description</li> <li>Persuasive writing</li> </ul>	<p><b>Lila and the Secret of Rain</b></p>  <p>Writing:</p> <ul style="list-style-type: none"> <li>Retelling</li> <li>Narratives</li> <li>Writing in Role</li> <li>Instructions</li> </ul>	<p><b>One Day on Our Blue Planet</b></p>  <p>Writing:</p> <ul style="list-style-type: none"> <li>Non-Chronological Report</li> <li>Free Verse Poetry</li> <li>Setting Descriptions</li> <li>Letter Writing</li> </ul>
<p><b>Phonics</b></p>	<p>Phase 3 and 4 (Review)</p>		<p>Phase 5</p>			
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>Capital Letters for the start of sentences</li> <li>Full stops</li> <li>Finger spaces</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Capital letter for the pronoun I</li> <li>Verbs</li> <li>Nouns/ Pronouns</li> <li>Sequencing Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letters for Names</li> <li>Joining sentences using and</li> <li>Prefixes: un</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letters for the Days of the Week</li> <li>Suffixes: -s and -es for plurals</li> </ul>	<ul style="list-style-type: none"> <li>Question marks</li> <li>Exclamation Marks</li> <li>Suffixes: -ing, -ed, -er and -est</li> </ul>	<ul style="list-style-type: none"> <li>Demarcating sentences using capital letters, full stops, exclamation and question marks</li> </ul>
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>Counting across 50</li> </ul>	<ul style="list-style-type: none"> <li>Addition within 10</li> <li>Subtraction within 10</li> </ul>	<ul style="list-style-type: none"> <li>Addition within 15</li> </ul>	<ul style="list-style-type: none"> <li>Addition within 20</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication</li> <li>Division</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Money</li> <li>Fractions</li> </ul>

	<ul style="list-style-type: none"> <li>Counting, reading and writing numbers to 50</li> <li>Place value</li> <li>One more one less</li> </ul>	<ul style="list-style-type: none"> <li>2D shapes</li> <li>3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction within 15</li> <li>Measurement</li> <li>Read and write numbers from 1-20 in numerals and words</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction within 20</li> <li>Counting across 100</li> <li>Counting, reading and writing numbers to 100</li> </ul>	<ul style="list-style-type: none"> <li>Missing number problems</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Position and Direction</li> </ul>
<b>Religion</b>	<p>Families (4 Weeks) <b>Big Question: Why do we have a family and who is my family?</b></p> <p>Belonging (4 Weeks) <b>Big Question: What does it mean to belong?</b></p>	<p>Judaism (2 Weeks)</p> <p>Waiting (4 Weeks) <b>Big Question: Is waiting always difficult?</b></p>	<p>Special People (4 Weeks) <b>Big Question: What makes a person special?</b></p> <p>Meals (4 Weeks) <b>Big Question: What makes some meals special?</b></p>	<p>Change (4 weeks) <b>Big Question: How and why do things change?</b></p>	<p>Holidays and Holydays (4 Weeks) <b>Big Question: Do we need holidays and holydays?</b></p> <p>Being Sorry (4 Weeks) <b>Big Question: Why should we be sorry?</b></p>	<p>Sikhism (1 week)</p> <p>Neighbours (4 Weeks) <b>Big Question: Who is my neighbour?</b></p>
<b>Science</b>	Animals (Parts of Animals)	Identifying Materials	Comparing Materials	Plants	Changing Seasons	Animals (Types of Animals)
<b>Music</b>	Sing Loud!		What Can You Hear?		African Beats	
	<ul style="list-style-type: none"> <li>To use their voices expressively and creatively by signing songs</li> </ul>		<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality music</li> <li>Review and evaluate a range of music</li> </ul>		<ul style="list-style-type: none"> <li>Play instruments musically</li> <li>Experiment with, create, select and combine sounds</li> </ul>	
<b>PE</b>	Locomotion (Running)	Attack vs Defence	Ball Skills	Gymnastics	Ball Skills	Attack vs Defence
	Ball Skills	Locomotion (Jumping)	Dance	Locomotion (Running)	Gymnastics	Ball Skills
<b>PSHE</b>	All About Me	Friends and Feeling Special	Things I Can Do	Feelings and Feeling Safe	Keeping Safe	Personal Safety Network



## Art and Design Technology

- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- To use a range of materials creatively design and make products
- To study the work of artists and make links to their own work (Andy Goldsworthy)
  
- To explore an existing product
- To design a purposeful, functional, appealing product based on a design criteria
- To select from and use a range of tools and equipment to perform practical tasks
- To evaluate their ideas and products against a design criteria
- To explore and use mechanisms in their products

international achievements e.g. Elizabeth I and Queen Victoria

- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- To study the work of artists and make links to their own work (Van Gogh and Monet)
  
- To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- To build structures, exploring how they can be made stronger, stiffer and more stable

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination
  
- To use the basic principles of a healthy and varied diet to prepare dishes
- To understand where food comes from

Educational Visits

TBC

TBC

TBC

# Key dates

- Week beginning 17<sup>th</sup> October 2019: Parent Consultations
- 12<sup>th</sup> and 13<sup>th</sup> December 2019: KS1 Nativity
- 22<sup>nd</sup> June 2020: 1B Class Assembly
- 13<sup>th</sup> July 2020: 1F Class Assembly
  
- More information will be provided about school trips in the near future.
  
- Please put your name down on the list if you are willing to support your child's class on a trip - without parent support we cannot run trips due to the legal requirement of adults. Thank you in advance.

# Uniform

*Please ensure your child has the correct uniform.*

*If your child is in summer uniform, they need to be wearing the winter uniform by October Half Term.*

*This includes the correct school book bag with the school logo.*

# Uniform

## BOYS:

### WINTER

- *White shirt NOT a polo shirt*
- *Navy blue jumper with School Crest - NO SWEATSHIRTS*
- *Grey Trousers*
- *School Tie - Elasticated for Infants only*
- *Grey socks*

### SUMMER

- *White polo shirt with School Crest*
- *Grey trousers or grey shorts*
- *Grey socks*

## GIRLS:

### WINTER

- *White shirt NOT a polo shirt*
- *Navy blue jumper with School crest - NO SWEATSHIRTS*
- *Grey skirt or pinafore dress (Knee length)*
- *School tie (Purchased from School Office)*
- *White socks, navy, black or grey tights*

### SUMMER

- *Reception - Year 4 Pale blue and white checked dress (knee length)*
- *NB. Short sleeved shirts are the most practical for school.*

# Uniform

- **Footwear:** Sensible black shoes only. No trainers or boots
  - **Coats:** Navy blue jacket with school crest or plain navy blue or black coat
  - **Book bags:** School book bag only
- P.E. Kit:**
- Navy T Shirt with School Crest
  - Navy Shorts
  - Black Plimsolls
  - During the cold winter months, children are allowed to wear a plain navy sweatshirt and jogging bottoms.

# Uniform

## *Hair:*

- *No patterns shaved into haircuts*
- *No hair gel*
- *Long hair must be tied back with blue or white hair bobbles, bands or ribbons*
- *Multi coloured hair accessories are not allowed*

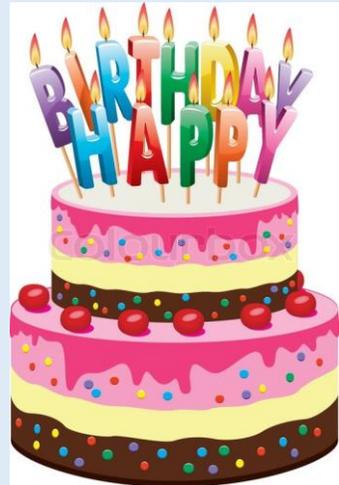
## *Jewellery:*

- *No jewellery is allowed in school*
- *If children have their ears pierced, they may wear small studs only*
- *Studs must be removed for P.E. (school staff are not allowed to remove them)*

# *Birthdays*

*Due to the allergies of a vast number of pupils, please do not bring in any whole or homemade cakes for your child to share.*

*Instead, you may send in individually wrapped treats with the ingredients lists visible. Please only one per child.*



# What to do if you have a concern

- We are more than happy to meet with you to discuss any concerns you may have.
- Please arrange meetings for after school once all the children have left - rather than trying to discuss issues at the start of the school day when other parents and many pupils are around.

# Phonics

- *National Assessment*
- *Past Papers - in school only*
- *Practice tests and activities will be sent home once all the phase 5 sounds have been learned*
- *Meeting early 2020*

*Please take an information pack. This includes...*

- *Year 1 High Frequency Words*
- *Phase 2 and 3 Phonics sounds*
- *100 square*
- *Letter formation*
- *Number formation*
- *Number words*
- *Days of the week and Months of the Year*

*Questions ?*

*Thank you for coming 😊*