

WELCOME!



STRIVE

SAFE

We uphold and protect each other's rights to be safe from harm

TOGETHER

We celebrate our place within local, national and global communities

RESPECT

We celebrate and embrace our differences

INTEGRITY

We are open and honest with one another

VALUED

We listen to and respect each other's views

EXCELLENCE

We try our best so that we may reach our full potential

Our vision as a Church of England school places Christian values at the heart of everything we do. The values are encapsulated in the acronym STRIVE - 'Safety, Togetherness, Respect, Integrity, Valued and Excellence'. As a school community, we aim to serve one another and work together for the common good, so that everyone can experience life in all its fullness. (John 10:10). The parable of the mustard seed (Mark 4:30-32) can represent our children, who are nurtured here, and enabled to live life in its fullness through our teaching and care. It can also represent our school flourishing within our community and the community connecting to our diverse world.



OUR HOUSE TEAMS



At Sutton Primary School, we have four house teams. These are based upon inspirational figures linked to nurturing and caring for our environment. When children join, they are allocated to a house team. For each house, we have a male and female house captain from Year 6. House Captains are responsible for promoting the ethos and values of their house, encouraging pupils to do their best in house competitions, and helping staff organise competitions. In line with our Behaviour Policy, throughout each day pupils can earn House Points for excellent effort in learning, excellent effort when completing home learning tasks, being an outstanding role model as well as many other opportunities. House Points accumulated each week are counted and in our weekly Celebration Assemblies the winning house for the week is announced. At the end of the academic year, the winning house is awarded the Rev. Mary Hancock House Cup.

Rewarding the Positive

We will be rewarding the children with praise focusing on positive behaviours.

The word "STRIVE" is written in large, bold, sans-serif capital letters. Each letter is a different color: S is green, T is yellow, R is blue, I is red, V is purple, and E is orange. A thin vertical green line is positioned to the left of the 'S'.

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Behaviour Policy

In order to reinforce behaviour expectations, Sutton Primary School use the following staged approach from our draft policy

- Redirection – gentle encouragement to do the right thing.
- Reminder – after giving the child time to process the redirection they will be reminded of what is expected.
- Caution – calmly tell the child privately your expectations
- Time in – in peaceful place in classroom or the reflection garden
- Educational consequence – time spent during playtime to discuss the desired behaviour in class.
- Internal referral – time in – 10 minutes in a partner class with work provided by the class teacher.
- Reparation – for an educational consequence or internal referral. Chance to set positive goals for the future.

Adults in my child's class

Salamanders

Teacher - Mrs Dockerill

TA - Mrs Newton

Tigers

Teachers - Mrs Jeeves (Monday and Thursday)

Miss Watts (Tuesday, Wednesday and Friday)

TA - Mrs Fleming

Wolves

Teacher - Miss Holland

TA - Mrs Redman

Although TAs are based in these rooms, they do have a number of responsibilities across the school. This means they are not solely working alongside one class.

Our School Day

	Reception	Key Stage 1	Key Stage 2
Registration	08:40		08:45
Session 1	08:55 – 10:00		08:55 – 10:15
Break	10:00 – 10:15		10:15 – 10:30
Session 2	10:15 – 11:50	10:15 – 12:00	10:30 – 12:30
Lunch	11:50 – 12:45	12:00 – 12:45	12:30 – 13:15
Session 3	12:45 – 15:05	12:45 – 15:05	13:15 – 15:10
End of School Day	15:10		15:15

Pupils arriving after 8.55am are late and will be marked accordingly in the register. Please ensure your child comes to school on time. Pupils who are late should report to the school office. If you bring your child to school by car, we would ask you to note and respect the parking restrictions around the school site.

Fruit Snacks

Please encourage your child to bring piece of fruit for their morning snack if in KS2 (from Monday 12th September it will be fruit only - not fruit winders or cereal bars). In KS1 fruit is provided by the government. Fruit is a great energy booster, and packed with vitamins to boost immunity, so makes a great mid morning snack!



Our Class Timetable

Each class has a slightly different timetable - Science/ PE/ART/DT/PSHE/ /RE/Computing/Music will usually take place 11.30 - 12.30 and 1.30 - 2.30

	8.45 - 8.55	8.55 - 9.10	9.10 - 10.15	10.15 - 10.30	10.30 - 10.50	10.50 - 11.05	11.05 - 12.00	12.00 - 12.30	12.30-1.15	1.15 - 1.20	1.20 - 1.50 (30 mins)	1.50 - 2.50 (1 hour)	2.50 - 3.10	3.10 - 3.15
Monday	Registration	Times table test	Maths	Break	Guided Reading	Powerful words	English	PSHE		Registration	(ECT) PSHE	(ECT) ART/ DT	Collective worship	Getting ready for home
Tuesday	Registration	Arithmetic	Maths		Guided Reading	Grammar	English	PPA-MFL		Registration	PPA-Music/ PE		Collective worship	Getting ready for home
Wednesday	Registration	Maths eyes	Maths		Guided Reading	Spelling test	English	Geography /History	LUNCH	Registration	Geography/Hist ory	Computing	Collective worship	Getting ready for home
Thursday	Registration	Arithmetic	Maths		Guided Reading	Grammar	English	RE		Registration	Science		Collective worship	Getting ready for home
Friday	Registration	Flashback 4	Maths		Guided Reading	Spelling input	English	RE		Registration	Indoor P.E 1.20-2.00	Finishing/ Golden mile	STRIVE assembly (2.40 - 3.10)	Getting ready for home

Our Class Timetable

PE DAYS

Salamanders

Tuesday - indoor

Thursday - outdoor

Tigers

Tuesday - indoor

Thursday - outdoor

Wolves

Tuesday - outdoor

Friday - indoor

As children come to school in their PE kits, lessons may be swapped around if required (mainly weather related).

What are we learning?

Our Curriculum

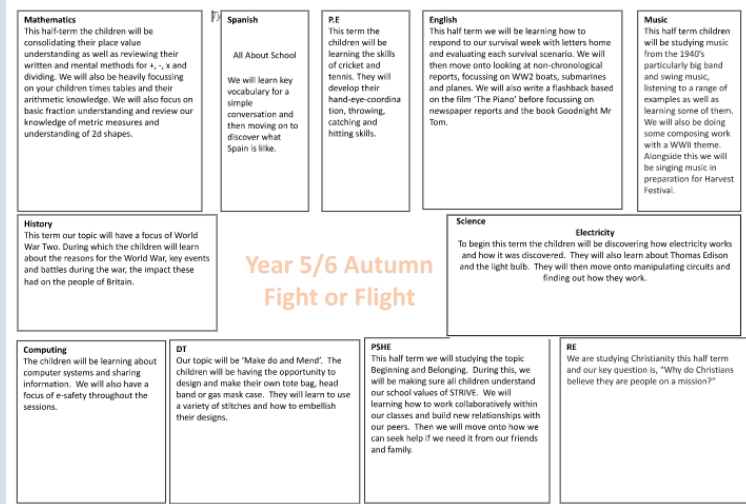
Across the school, we follow the National curriculum and a cross curricular approach to learning. There is a clear focus on maths and English, but we strive to ensure that there is a broad, balanced and engaging curriculum across the school. Wherever possible clear links are made between subjects and each term classes have a different topic focus. Children develop their knowledge, skills and understanding and we provide a clear progression for these across the school.

At Sutton we have a carefully designed curriculum that promotes the curiosity of our pupils. We plan progressive learning with clear yearly objectives which build in small steps, recapping before moving on. We provide differentiated challenges - You may hear your child mentions - paddling, snorkelling and diving - As this relates to the level of challenge they have had a go at. More information can be found on our school website:

https://www.sutton.cambs.sch.uk/web/curriculum_2/582663

Topic Webs

These are shared with you termly, to give you an overview of what your child will be learning in each subject.



Knowledge notes

Each term, these along with the topic webs are on the website - so you can support your child with revisiting key concepts and vocabulary at home.



Knowledge Organiser

Year Group: Year 5/6 Term: Autumn 1 Academic Year: 2022/2023
Subject: History Topic: The Battle of Britain

What I should already know?

- Ancient Civilisations (Egypt)
- Anglo-Saxons

What will I know by the end of this unit?

- Pupils will be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

By the end of the unit, the majority of pupils should be able to answer the following questions:

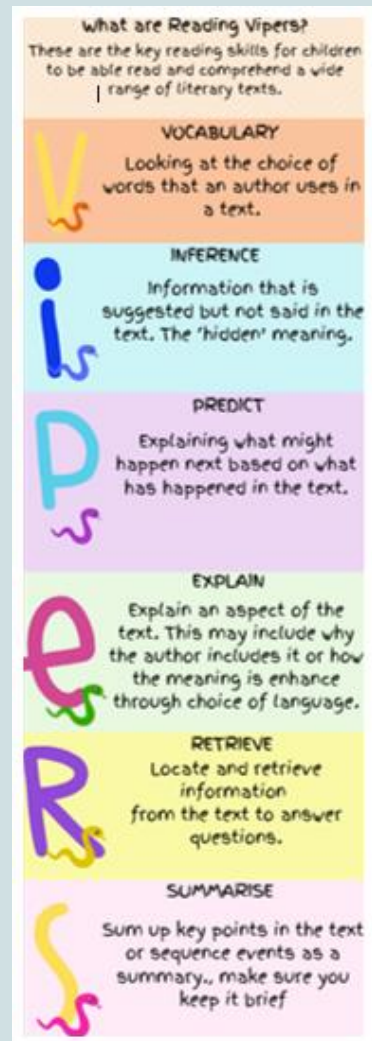
Chronology

- When did the Second World War start?
- When did Great Britain declare war on Hitler's Nazi Germany?
- When did the Axis Powers form?
- When did America join Great Britain and her allies?
- When was D-Day?

Vocabulary – You need to be able to understand and be able to use these words by the end of this unit	
Segregation - The action of setting someone (or a group) apart from others.	Airbase - A base for the operation of military aircraft.
Supremacy - Being superior to all others in power.	Bombardment - continuous attack with bombs, shells or other missiles.
Fighter (plane) - An aircraft designed for attacking other aircraft.	Allies - Countries that fought with Britain in the 1st and 2nd World Wars.
Bomber (plane) - An aircraft designed to carry and drop bombs.	Strategic - Designed and planned to serve a particular purpose.
Altitude - Height above sea-level.	Axis - The alliance of Germany and Italy formed before and during the Second World War, later extended to include Japan and other countries.
Incendiary - A device designed to cause fires.	

Vipers

When working on reading, we use VIPERS. During the course of Guided Reading and other reading with an adult, your child will have the opportunity to answer questions from a range of these areas.



Reading Records

- Write each time your child is heard read
- Can just be initials
- Useful to inform us about reading trends at home if possible
- Please read 4 times a week.

READING LOG		
Date	Name of book and page number	Comments and signature
17.9.18	The Big carrot	Read all. Bit stuck on were / where FM
18.9.18	A dog's day	p1-7 Read well. Talked about the pictures FM
19.9.18	A dog's day	P 7 - end Re-told the story FM.
20.9.18	Diggers	Read the word 'equipment'! FM.
21.9.18	Diggers	Tried really hard to use some expression. F.M.

Spelling

- Each week your child will be given spellings to learn focused around a spelling pattern which will be tested during the week.
- Spellings will be sent home on a Friday and tested the following Wednesday.



New spellings go out: Friday
Spelling test on: Wednesday
Log On: Stuck into reading record book.

**Spelling made
awesomer!**

We can print out spelling lists and activities if your child does not have access to a device. Please let us know if this is something you require.

End of Year Expectations



Assessment

Throughout the year there will be formative and summative assessment of the children across the curriculum. These judgements will be moderated internally, by Subject Leaders and within the cluster.

The evidence gathered will show that your child is working within one of the following:

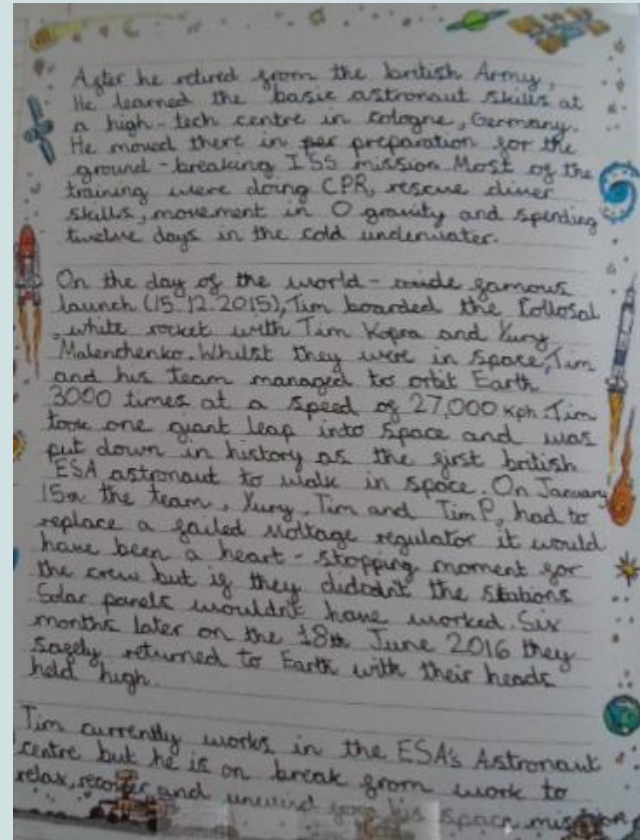
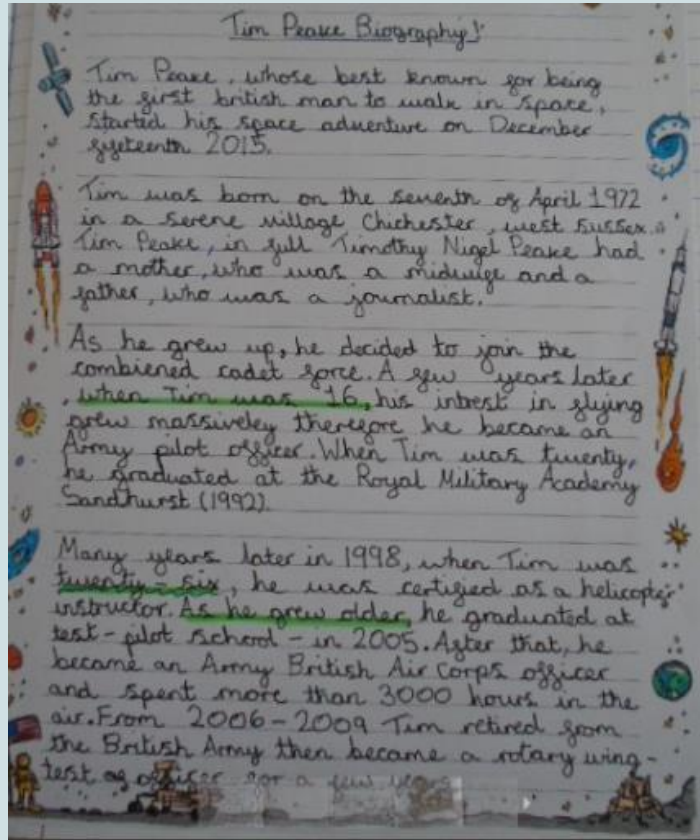
- Pre Key stage

- Working towards age related expectations (WTS)

- Working at age related expectations (ARE)

- Working at greater depth (GDS)

This is an example of a child working at the expected standard for writing at the end of Year 5.



These are the writing targets we work on throughout year 5.

Year 5 Writing Checklist

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.	
To describe settings, characters and atmosphere to consciously engage the reader.	
To use dialogue to convey a character and advance the action with increasing confidence.	
To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	
To begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.	
To create paragraphs that are usually suitably linked.	
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.	
To use the full range of punctuation from previous year groups.	
To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.	
To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	
To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	
To use brackets, dashes or commas to begin to indicate parenthesis.	
To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	
To spell many verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	
To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.	

To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.	
To spell many words correctly from the Y5/6 statutory spelling list.	
To write legibly, fluently and with increasing speed.	

This is an example of a child working at the expected standard for writing at the end of Year 6.

Charles Darwin

Charles Darwin is renowned for his theory of evolution. Even though his father did not approve, he investigated possibly aspects of the world and became a big influence on modern science.

As a child, he collected assorted insects such as beetles and Lord Gilbert. His father was a doctor and often went out to look at plants. However, when Charles was 8, his father, packed away the mixed pigeon bones for their beauty, passed away. Soon after, he went to boarding school, where he was given extra lessons in Greek. Although he often often did little experiments with his brother, which earned him the nickname 'Cris'.

When he went to university, his father sent him a study Anderson and theology at Cambridge even though he preferred Biology, which was in the set of studying about studying plants. Interestingly, on a visit to Edinburgh, Edinburgh, Charles met a taxidermist John Edward. He used to be a slave and therefore told Charles about South American animals. Despite this, Charles's father was disgusted with his behaviour, as he was shooting and drinking on his spare time. Although his family frequently pointed out his many spelling mistakes during his letters, Charles passed all his courses.

As a young adult, he went on a

trip to the Galapagos Islands on a ship named the Beagle. Darwin was given months to keep it as a log and record it. He visited the Beagle and did not stay long. Darwin himself described being one of Darwin's experiences when he was working with small insects in the Galapagos Islands. When he was in the village, he was visited with some of the birds that were taken from deep forests and some of the birds that were taken from deep forests and some of the birds that were taken from deep forests.

As the years went by, Darwin's original ideas of copying the theories of the 'Beagle' and what was seen in the Galapagos Islands, where Darwin was the first to see the world. He spent 8 years in the Galapagos Islands, but all had different birds. That was the beginning of Darwin's theory of evolution. Darwin's theory of evolution was also based on many fossils and stuffed animals which did not fully change.

Darwin visited home in 1845 and wrote his book 'On the Origin of Species'. He looked at many and it was not to be published until years later. August 28, Charles married his cousin Emma. Emma Wedgwood, who was from a family who was famous for their money. They had 10 children but only 7 survived. Despite having many children, he was still a professor, who was still in his theory. Once a similar theory of the book was published, but it was not the world with Wallace. In the price of his life, Charles studied the world with Wallace. In the price of his life, Charles studied the world with Wallace.

These are the writing checklists for children working at ARE in Year 6.

Year 6 Writing Checklist

Working at the expected standard:

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):	
in narratives, describe settings, characters and atmosphere	
integrate dialogue in narratives to convey character and advance the action	
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
use verb tenses consistently and correctly throughout their writing	
use the range of punctuation taught at key stage 2 mostly correctly ¹ (e.g. inverted commas and other punctuation to indicate direct speech)	
spell correctly most words from the year 5 / year 6 spelling list, ² and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
maintain legibility in joined handwriting when writing at speed. ²	



Year 6 SATS

SATS will happen in May but we'll give more information on these as needed nearer the time. We want to keep the process stress-free for the children.

There will be a reading paper, 2 SPAG papers and 3 maths papers.

Children will be prepared throughout the year by taking part in everyday learning.

Year 6 SATS

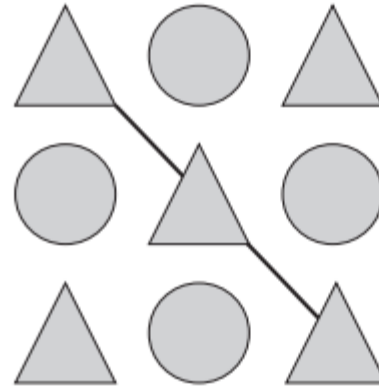
SATS will be overseen by the class teacher and an additional adult.

The papers last between 20 and 60 minutes



Year 6 SATS

We work on SATS style questions throughout the year so children will be used to answering questions like this as part of their ordinary routine.



Each shape stands for a number.

The total of the shapes on the diagonal line is 48

The total of all the shapes is 200

Calculate the value of each shape.

$$\triangle = \boxed{}$$

1 mark

$$\bigcirc = \boxed{}$$

1 mark



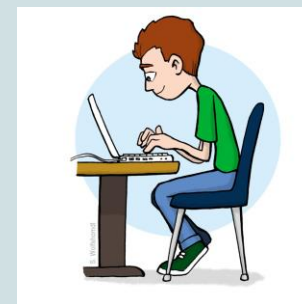
Communication



- School newsletters
- Dojo
- Pupil Asset
- Website
- Arrange a teacher meeting through the office (virtual or at a distance)



Communication



Do let us know if you need any financial support, as it is possible you can be supported through pupil premium.

Were you aware that last year 20% of the children in Cambridgeshire who were eligible for a Free School Meal did not do so? Currently a school will receive £1,300 per pupil claiming Free School Meals. This money is called Pupil Premium Funding and can be used to support the child's education in the form of smaller classes, TA support, if necessary or funding to help the pupil's parents to meet the cost of school trips. This additional income is only received by the school if you apply for Free School Meals, however, please note that your child does not have to have a Free School Meal if they would prefer not to.

Don't delay - Apply today! The office will be happy to support you - so do contact them, or let your class teacher know. There are also details on our website:

https://www.sutton.cambs.sch.uk/web/pupil_premium_information/51473

Birthdays



As a healthy school we observe the school policy of birthday book donations.

When it is your child's birthday, if you would like to, you can donate a book that your child's loves to the school. The book will be labelled with a special birthday sticker and placed in our lovely library for other children to then enjoy too.

Any students who bring in sweets for birthdays, will kindly be asked to take the sweets back home as we need to be mindful of healthy eating and dietary restrictions for various students.

The Year Ahead

Supporting your child at home

Homework

Expectations

- Reading expectations in Guided reading. All children will be set a specific amount to read in Guided Reading. They are all aware that it is their responsibility to make sure this is done each week. If they don't manage it in the sessions then they can take the book home.
- Spellings. As explained before these are set on a Friday and then tested the following Wednesday.
- Times tables. It is expected that by the end of Year 4 that children should know their times tables to 12 x 12. If your child does not then please make sure they are using TTRS as much as possible to help them secure them. We do weekly tests to monitor.
- CPG books. All Year will be set tasks from CPG books to help with the revision for SATs.

What can you do?



- Read to your child, read with your child and have your child read to you.
- Spellings – weekly spelling set on Spelling Shed.
- Times tables - children have access to Times Table Rockstars.
- Use the knowledge notes to recap key vocabulary and to help you discuss topics with your child.
- Communicate with us! Let us know how it is going, and do let us know if you need any support :-)



This year our
Hilltop residential
will be from
22nd to 24th
February 2023.

Hilltop

- We have chosen Hilltop as our children will be given the opportunity to take part in a variety of carefully supervised adventurous activities which will build their confidence and teamwork skills.
- Hilltop's motto is 'challenge by choice' and just like in school, the children will set their own level of challenge for each activity.
- The centre is set in safe, enclosed grounds and children work in groups of no more than 10 (per appropriately qualified adult) during the activity sessions.

WELCOME TO HILLTOP

Hilltop Outdoor Centre in Sheringham on the North Norfolk Coast is a high quality, family run independent Outdoor Education centre. Hilltop offers a superior and unique experience, providing developmental visits to Schools and Educational groups.



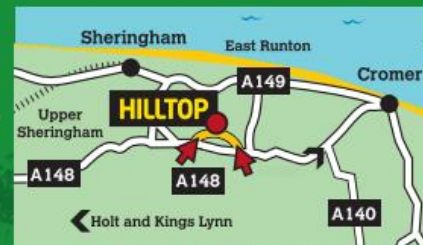
Set in 26 acres of picturesque woodlands Hilltop has modern and comfortable accommodation and facilities. There are two themed centres within the grounds of Hilltop, the rustic Woodland Lodge and the coastal style Seaview House which if booked together accommodate up to 160 children.

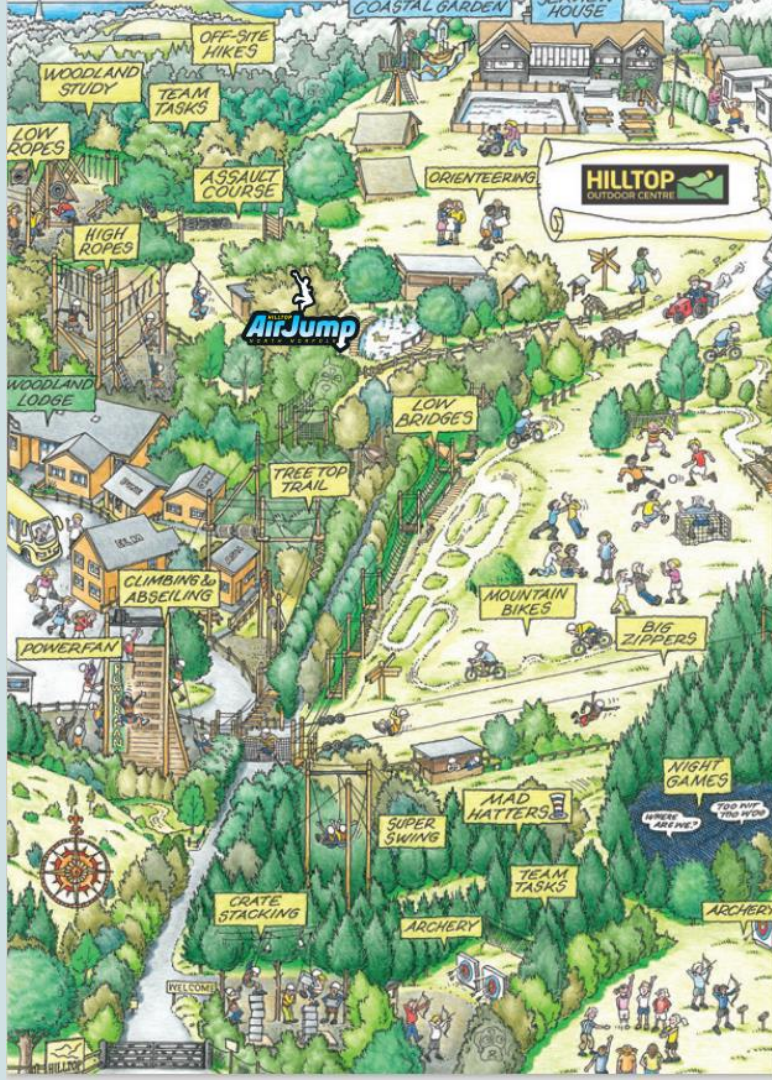
Hilltop has attained the Learning Outside of the Classroom badge and provides an exciting array of outdoor adventure activities such as High Ropes, Climbing Wall, Super Swing and the new Amazing Air Jump along with many field study activities including Bush Craft, Coastal Erosion, Rocky Seashore and Rail & Trail.



How to find us

Hilltop is situated approximately 2 miles (3km) South of Sheringham amidst 'Old Wood' only accessible from the A148 main road between Cromer and Holt.





Abseiling



Air Jump



Archery



Assault Course



Climbing Wall



Crate Stacking



Curious Team Challenges



Fan Descender



High Ropes Course



Low Bridges



Low Ropes Course



Map Reading Journeys



Mountain Bikes



Orienteering



Small Zip Wire



Super Swing



The Big Zipper



Tree Top Trail



Vertical Challenge



3D Climbing Maze

CHALLENGE BY CHOICE is our ethos with the emphasis on Learning through Activity, Enjoyment, Achievement, Discovery, Responsibility and Reflection. A balanced programme can be selected from the many activities available to suit your group's needs and the demands of the National Curriculum. A Group Leader pack for preparation and follow up work is available.



NEW ACTIVITY



Air Jump is a 16 metre (52ft) jumping tower with various height platforms for people to jump off, before free-falling into a giant air bag.

The 1st Activity of its kind in England only at Hilltop!





ACCOMMODATION

- Hilltop has two uniquely themed homely centres on the one site – The Coastal style Seaview House accommodates approximately 70 children and staff. The Rustic Woodland Lodge, accommodates approximately 85 children and staff.
- Both Seaview House and Woodland Lodge can be booked together for larger groups of up to 160.
- Staff/Leader bedrooms are in close proximity to the children's bedrooms – these are either twin or single bedded.
- Children's bedrooms are cosy and comfortable with typically 4-6 children per room.
- All Bedrooms are either en-suite or have dedicated facilities close by.



CATERING

The Hilltop cooks prepare healthy and home-cooked meals on site daily with fresh ingredients that are nutritionally balanced.

SAMPLE MENU

BREAKFAST

Orange juice, cereals & toast followed by hot option such as bacon, egg & hash brown.

LUNCH

Pasta bake, soup & roll or pizza with a salad and homemade biscuit or cake.

EVENING MEAL

Leaders select a group option from a menu including: lasagne, roast chicken, sausage & mash and BBQ chicken followed by a homemade dessert.



A VISIT TO HILLTOP



Midweek
Timetable
example

	BREAK-FAST	MORNING ACTIVITIES	LUNCH	AFTERNOON ACTIVITIES	EVENING MEAL	EVENING ACTIVITY
MONDAY		Arrive 11:30 Walk & Talk	Own Packed Lunch	Ice Breakers, Trust & Ropes Skills	17:30	Dark Walk & Camp Fire
TUESDAY	08:00	1. Curious Team Challenges & Archery 2. Climbing & Bikes	12:30	1. Climbing & Bikes 2. Curious Team Challenges & Archery	17:30	Games Night
WEDNESDAY	08:00	1. Bush Craft & Shelter Building 2. Rocky Sea Shore	12:30	1. High Ropes 2. Bush Craft & Shelter Building	17:30	Enchanted Forest
THURSDAY	08:00	1. Rocky Sea Shore 2. High Ropes	12:30	1. Big Zipper & Crate Stacking 2. Air Jump & Assault Course	17:30	Mad Hatters
FRIDAY	08:00	1. Air Jump & Assault Course 2. Big Zipper & Crate Stacking	12:30	Depart 13:30		
Weekend						



HILLTOP KIT LIST

We advise not to pack any new or expensive items of clothing.
Adventurous activity is likely to cause them wear and tear!

Bedding:

- ☐ Sleeping bag OR
 - ☐ Duvet with duvet cover and bottom sheet
- (Hilltop will provide pillows and pillowcases)

Footwear:

- ☐ Indoor shoes or slippers (not slipper socks)
- ☐ Outdoor shoes/boots/trainers (2 pairs). No crocs or flipflops
- ☐ Wellies (optional)

Clothing:

(make sure all items are named)

- ☐ Socks and underwear
- ☐ Nightwear
- ☐ T-shirts
- ☐ Long sleeved tops
- ☐ Fleece/jumpers
- ☐ Waterproof jacket
- ☐ Leggings or trousers
- ☐ Waterproof trousers
- ☐ Clothes for the evening
- ☐ Swimming kit

Useful Items:

- ☐ A labelled bin bag for wet or dirty clothes
- ☐ Torch and spare batteries
- ☐ Re-useable water bottle
- ☐ Hair bands
- ☐ Tuck Shop money (no more than £10, ideally in change)



Toiletries:

- ☐ A wash bag (including shower gel, shampoo, toothbrush and toothpaste, hairbrush)
- ☐ Towel

Warm weather:

- ☐ Insect repellent
- ☐ Sun cream
- ☐ Sun hat
- ☐ Shorts

Cold weather:

- ☐ Woolly Hat
- ☐ Scarf
- ☐ Gloves

No Chewing gum

No Hairdryers

No Mobile phones

No iPods



No Games consoles

No Aerosols / Aerosol deodorant

No nuts or nut products

No electronic gadgets

[Prep School Trip to Hilltop - YouTube](#)

Hilltop Costs

Unfortunately, we cannot give a final cost at this stage, as it does depend on the uptake of places, so the final payment will be adjusted accordingly.

The anticipated cost will be no more than **£210.00**.

Children in receipt of pupil premium funding are entitled to a 50% discount, however if you feel you may need financial assistance, please do come and talk to Mrs Newling or Mrs McCullough about possible support in meeting part of these costs.

You are able to pay by 5 monthly instalments:

Due Date	Amount to pay
22 nd September 2022	£41.00 (non-refundable deposit required by Hilltop)
31 st October 2022	£41.00
30 th November 2022	£41.00
31 st December 2022	£41.00
31 st January 2023	£TBC (no more than £46)

Thank you!

We welcome any questions.