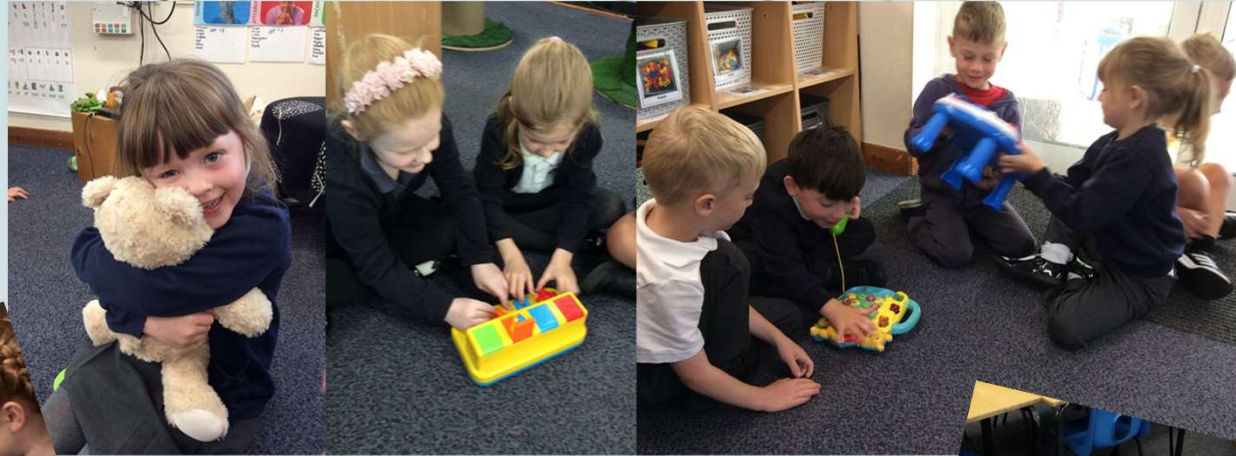


# WELCOME!



# 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.

# 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.

# Our School Day

Registration	8:40
Handwriting / reading practice	9:00
Phonics	9:20
English	9:40
Break	10:30
Maths	10:45
SPAG/ Spelling	11:45
Lunch	12:00
Story time	12:45
Foundation subjects	1:00
Collective Worship	2:45
Home time	3:10

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.

# Our Curriculum

## **Core Subjects**

English

Maths

Reading Practice

Phonics

Science

## **Foundation Subjects**

History

Geography

RE

Computing

PSHE

RE

PE

# Maths Mastery

Sutton School has now adopted a mastery approach to mathematics. The mastery approach is a set of principles and beliefs on how children can best learn. We believe that all children are capable of understanding and doing the maths taught in their year group and that no child is 'just bad at maths'. With good teaching, appropriate resources, effort and a positive 'can do' attitude all children can achieve in and enjoy mathematics.



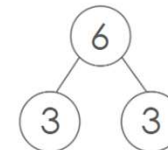
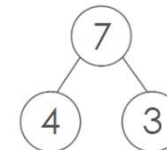
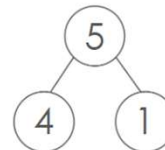
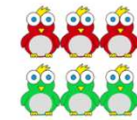
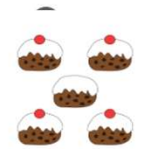
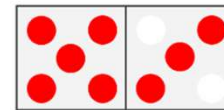
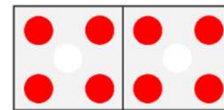
# Fluency in Number



Find the 5 in me!

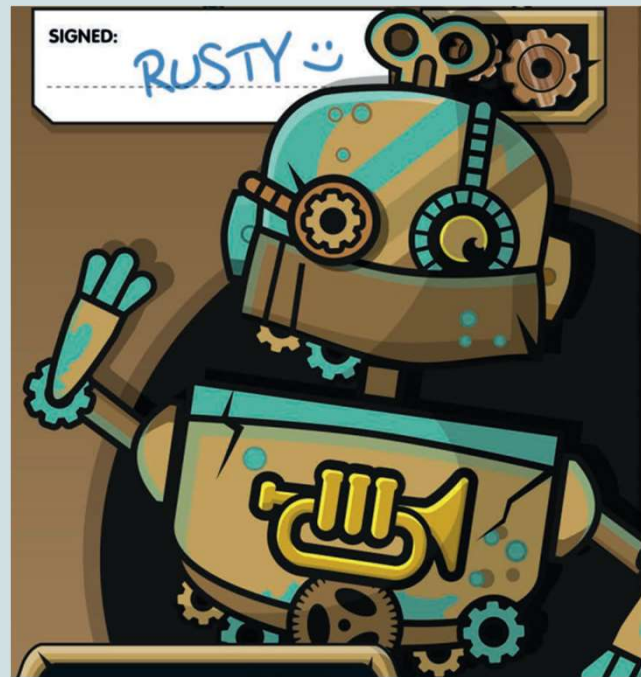
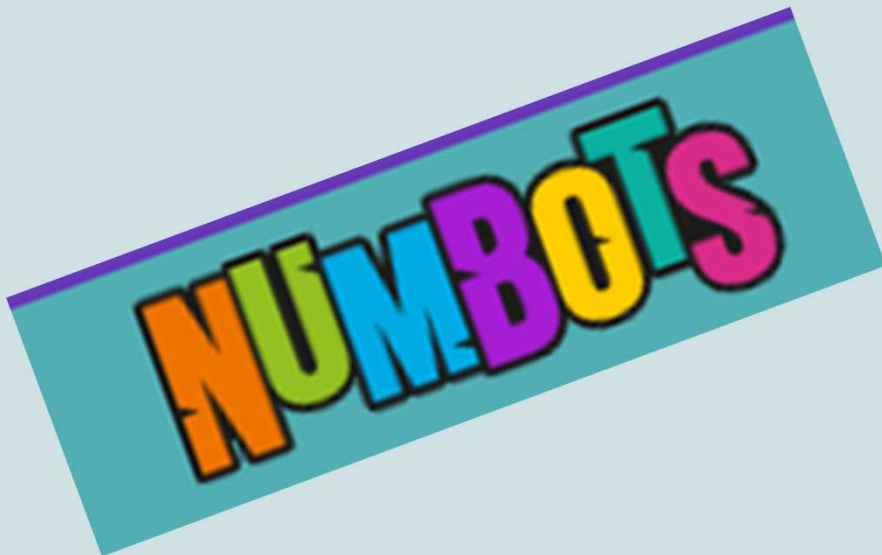
\_\_\_ is the whole; 5 is a part and \_\_\_ is a part.

Same or different quantity?



There are \_\_\_\_\_; \_\_\_\_\_ have/are \_\_\_\_\_, \_\_\_\_\_ do(es)/are not.

# Numbots



Login and have a play at home to earn certificates in STRIVE assembly.



# Little Wandle Letters and Sounds Revised

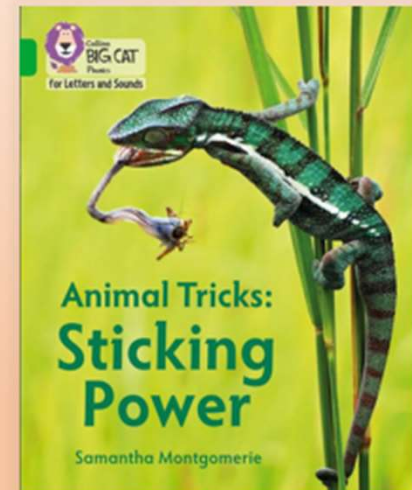
Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



## How do we teach reading in books?

### Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



## We use assessment to match your child the right level of book

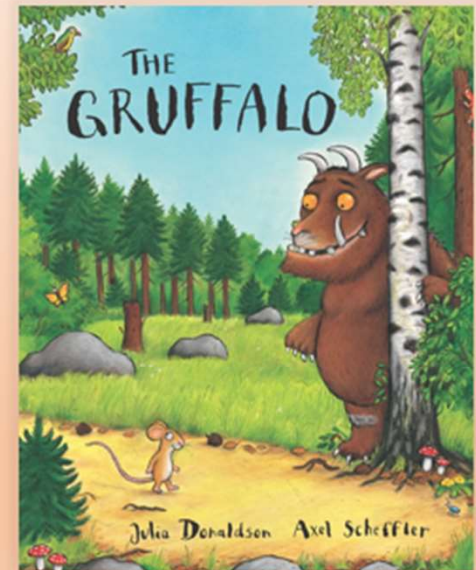


### This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



# Books going home



# Vipers

## Vera the Vocabulary Vulture



Find and explain the meaning of words in context

- This word means...
- This word tells me...
- A synonym for this word is...

## Sheila the Sequencing Seagull



Sequence the key events in the story.

- ..... happened first... happened next.... happened last
- The chapters come in this order...
- This section is all about...

## Percival the Predicting Penguin



Predict what you think will happen based on the information that you have been given.

- I wonder if...
- I think ..... will happen next
- I think I will learn...
- I predict...

## Ivy the Inferring Ibis



Make inferences from the text.

- ... happened because ....
- ..... character feels .....
- .... said ..... because
- ..... makes me feel .....

## Edgar the Explaining Eagle



Explain your preferences, thoughts and opinions on a text.

- My favourite character is...
- My favourite part is...
- I didn't like it when....
- I would change...

## Reginald the Retrieving Raven



Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.

- This shows...
- I have learnt...
- ..... is the main character
- The story is set in .....

# 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 5 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.



# Year 1 phonics screening

We work on Phonics screening style words throughout the year so children will be used to sounding out and blending as part of their ordinary routine.

sib



gom



hud



jal



fuzz

am

mum

pink

# Spelling



- Each week, your child will be given 10 spellings to learn, focused around a spelling rule which will be tested during the week
- Spellings will be set weekly on Spelling Shed, a paper copy will go into book bags. Children will be tested on these spellings on the following Monday (Dolphins) OR Tuesday (Elephants)

# Handwriting

i l t

u w e

c o

a d

n m h

# Outdoor learning



Care for the environment  
Respect for nature  
Skill building  
Active learning

Independence  
Cooperation  
Problem solving  
Skill consolidation



Developing vocabulary  
Communication skills

# Topic Padlet

dsms119 • September 17, 2024  
**A Step Back in Time**  
 Y1 Autumn A Topic Web



Maths	English	Science	History	Computing	Music	RE	DT	PHSE	PE
<p>Place value and addition and subtraction are the key areas for mathematical focus this half term. Children will be comparing the numbers of objects in sets. Language is a key focus and the children will practice using the language of 'more than', 'fewer than', 'greater than', 'less than' and 'equal to'. (e.g. 4 apples is fewer than 8 apples; 4 is less than 8, 6 litres is less than 8 litres). To develop good number sense, children will be encouraged to think about numbers in relation to other numbers; comparing sets provides an opportunity to do this. Children will also consolidate their understanding of doubles and practise making and recalling doubles. Children will learn to identify the numbers that are made by combining 2 equal groups and use the language Double ____ is ____ when identifying the total.</p>	<p>This term we will be focusing on writing in three different styles. We will be telling our own versions of, 'Titch, You'll Soon Grow into Them'; poetry on a toy theme and writing a diary...of being lost in a toy museum. Children will continue on their reading journey with phonics lessons starting straight away and reading practice starting in the first full week back.</p>	<p>Our children will be deepening their understanding of Materials this half term. Through observation and research they will be answering such questions as: What is a material? Which materials are transparent or opaque? What materials are best suited for different uses. We will also be observing and describing changes in the weather as the season changes.</p>	<p>This term we will be focussing on how and why toys have changed over time. We will aim to understand historical concepts such as continuity and change as well as chronology and ask and answer historical questions. We will be supported in our understanding by toy loan boxes, and we have arranged a visit to Ramsey Rural Museum to find out a little more about children's lives in the past.</p>	<p>Technology around us is the theme for this half terms computing lessons. Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. They will also consider how to use technology responsibly and who to ask for help if they see any content or comments online that make them feel uncomfortable.</p>	<p>Our children will investigate how music has changed over the last 70 years. We will look into changes in musical tastes; listen to, evaluate and review music across a range of historical periods, including 1950s and 1960s. Finally, children will use their voices expressively and creatively by singing songs and use pulse and rhythm to create an accompaniment for a song. We're going to rock around that clock!</p>	<p>The question we will be answering this half term is 'Why is the word 'God' so important to Christians?' Children will be encouraged to talk about when and where people use their names and why. We will think about who is important or special in our lives, our own 'VIP'. We will learn to recognise that the word 'God' is an important name for Christians through Bible stories and through our Christian story friends, Tom and Tess.</p>	<p><b>KS1</b>        This half term we are going to have lots of fun practicing our skills; cutting, joining and measuring in order to make our own paper toys. We will finish the term by designing our own toy before starting to make them; selecting the tools and equipment we need to cut, shape, join and finish. Finally, we will evaluate our toy, considering the materials we used, how they work and begin to talk about what could make the toy better.</p>	<p>The children will be learning about Beginning and Belonging, over the course of this half term. We will be supporting children to build positive relationships in their class, to develop their safety circle; identifying trusted adults at home and at school whom they can ask for help and support. Children will have the opportunity to consider what it feels like to be in a new situation and how to cope with that, and to develop strategies for helping people who arrive new to the school.</p>	<p>In PE this half term are two focus areas are gymnastics and foundation skills. In these units children will explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>

## Our Class Timetable

### PE DAYS

Dolphin:

Tuesday

Wednesday



Elephant:

Monday

Tuesday

# End of Year Expectations



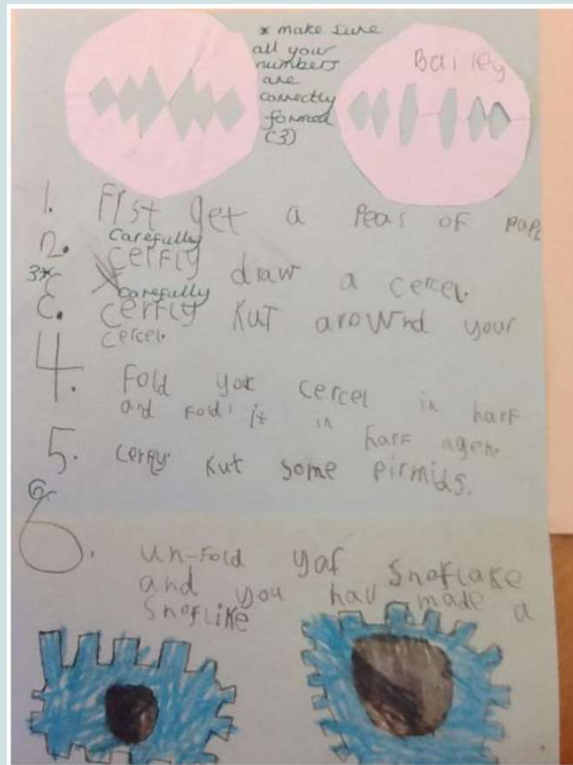
# Teacher Assessment

Pre Key stage

- Working towards
- Working at expected standard
- Working at greater depth



This is an example of a child working at the expected standard for writing at the end of year 1.



1. First get a Peas of papa.
2. cerfly draw a cercel.
3. cerfly kuT arouWnd your cercel.
4. Fold your cercel in harf and fold it in harf agen.
5. un-fold yor snowflake and you hav made a snoflike

This is an example of a child working at the expected standard for writing at the end of year 1.

Once upon a time there  
was a boy. He met  
his friend and got on the boat.  
Unfortunately the boat was  
filling up. Fortunately they  
found the plug and  
emptied the boat with  
a bucket. They sailed to the  
Amazon rain forest and cut the  
big green trees.  
The boat <sup>blew</sup> up and  
they found a helicopter  
on the shore. Unfortunately  
the helicopter ran out of  
petrol. They fell in the water.  
They survived by an underwater plant.

Once upon a time  
there was a  
boy. He met his  
friend and got on  
the boat.  
Unfortunately the  
boat was filling  
up. Fortunately  
they found the  
plug and emptied  
the boat with a  
bucket. They sailed  
to the Amazon  
rainforest and cut  
the big green trees.

the boat blew up  
and they found a  
helicopter on  
the shore.  
Unfortunately the  
helicopter ran  
out of petrol.

These are the writing targets we work on throughout year 1.

## Year 1 Writing Checklist

### Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts.		
To use some features of different text types (although these may not be consistent).		
To reread their writing to check that it makes sense and make suggested changes.		
To use adjectives to describe.		
To use simple sentence structures.		
To use the joining word (conjunction) 'and' to link ideas and sentences.		
Has an awareness of and is beginning to use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
To spell most words containing previously taught phonemes and GPCs accurately.		
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		
To use -s and -es to form regular plurals correctly.		
To use the prefix 'un'.		
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).		
To write lower case and capital letters in the correct direction, starting and finishing in the right place.		
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		

# Times tables

**Please practice:**

Counting with your child at home.

Doubling and halving

Counting in 2s, 5s and 10s



# 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](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, we politely request that you donate a book that your child's loves to the school. The book will be read aloud in class and will subsequently be labelled with a special birthday sticker and placed in our lovely library.

Alternatively, your child can bring in their favourite book for a read aloud and then take it home at the end of the day. 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



**Thank you!**  
**We welcome any questions.**