

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.



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 |

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

	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.

Our Class Timetable

PE DAYS

Iguana:

Monday
Thursday

Gorilla:

Wednesday
Friday

Elephant:

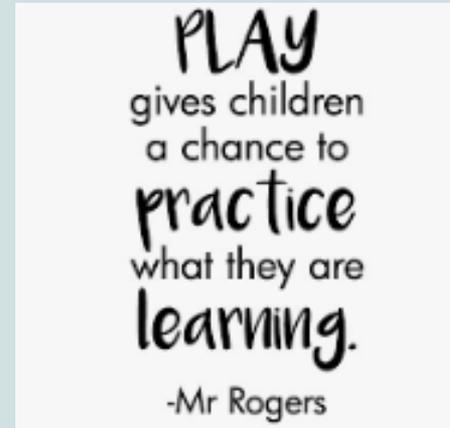
Wednesday
Thursday

How are we learning?

Our Curriculum

English
Maths
Guided Reading
Phonics
Science

History
Geography
RE
Computing
PSHE
RE
PE



Outdoor learning



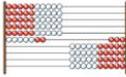
Independence
Cooperation
Problem solving
Skill consolidation



Care for the environment
Respect for nature
Developing vocabulary
Communication skills

Skill building
Child led learning
Forest school
Active learning

Topic Webs

<p>Year one mathematics The children will learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape. The children will be encouraged to come up with their own criteria for sorting objects into sets. Practical activities will be used to support the learning.</p> 	<p>Year two mathematics The children will revisit and consolidate learning from Year 1 on numbers to 20 before moving on to look at numbers to 100 later in the block. They will focus on the place value of these numbers and practice reading and writing the numerals and words.</p>  	<p>English In English the children will be focussing on traditional stories, they will read different versions whilst learning different aspects of grammar and sentence structure. They will write and produce their own version of the Three Little Pigs.</p> 	<p>Music 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.</p> 	
<p>Geography/History We will be studying our local area of Sutton, focusing on developing our map making skills as well as finding out about shops and how they have changed within living memory. A visit to Ramsey Rural Museum</p> 	<p>KS1 Autumn A Step Back in Time</p>		<p>Science The children will be developing their understanding materials. Through observation and research they will be answering questions such as: * What are materials? * How can I describe materials? *What materials are waterproof? *Which materials are transparent and which are opaque? * What materials are best suited for different uses? We will also observe and describe weather associated with Autumn</p>	
<p>Computing The children will be programming the Beebots and applying their knowledge of position and direction. They will make a map for the Beebots to navigate around. The children will also be using technology across the curriculum to take photographs and document their learning.</p> 	<p>Art The children will explore the marks that can be made by printing with a range of objects. Pupils will be taught the techniques of relief printing. They will create a final piece inspired by the work of the contemporary artist Karen Lederer.</p> 	<p>PE In PE the children will be focusing on yoga and balancing and Gymnastics where the focus will be travelling and points of contact.</p> 	<p>PSHE The children will be learning about beginning and belonging, the focus of this unit is 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>RE In RE this half term we are looking at the key question, "Why is belonging to God and the church family important to Christians?" We will be looking at how the Church welcomes people in to the Christian family.</p> 

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 1/2	Term: Autumn	Academic Year: 2022/2023
Subject: Science	Topic: Materials	

What I should already know?

EYFS

- Children know some similarities and differences between the natural world around them and contrasting environments.
- Children understand some important processes and changes in the natural world around them

Year 1

- Children know the names of many common materials.
- Children have carried out investigations to compare the properties of different materials.

glass 	stretchy 
plastic 	stiff 
wood 	shiny 
	dull 

What will I know by the end of this unit?

- What are the properties of everyday materials and how are they used?
- Why are certain materials suitable or unsuitable for particular jobs?
- How to carry out an investigation into the properties of materials.

Vocabulary – You need to be able to understand and be able to use these words by the end of this unit

absorbent – able to soak up liquid easily	properties – characteristics of a material
fabric – cloth produced by weaving or knitting fibres	translucent – allows some light to pass through, not see through
flexible – bends without breaking	transparent - see through, allows light to pass through
natural – from nature, not made or caused by mankind	fragile – easily broken
manufactured - produced using machinery	versatile – can do many things or jobs
opaque – cannot be seen through, does not let light through	waterproof - impervious to water, does not let water through



Vipers

We have attached the reading vipers skills which show the different types of questions that you can use to support your child with reading.

Your child's teacher will be commenting on the skills they are working on in your child's reading record, each week.

What are Reading Vipers?	How can I support my child with their reading comprehension at home?
<p>These are the key reading skills for children to be able read and comprehend a wide range of literary texts.</p>	<p>You could try one or more of these questions at home with your child when you hear them read at home.</p>
<p>VOCABULARY</p> <p>Looking at the choice of words that an author uses in a text.</p>	<p>VOCABULARY</p> <ul style="list-style-type: none">• which word tells you that...?• which keyword tells you about the character/setting/mood?• Find one word in the text which means.....
<p>INFERENCE</p> <p>Information that is suggested but not said in the text. The 'hidden' meaning.</p>	<p>INFERENCE</p> <ul style="list-style-type: none">• How do these words make the reader feel?• How can you tell that...?• what was ... thinking when...?• Find and copy a group of words which show that...
<p>PREDICT</p> <p>Explaining what might happen next based on what has happened in the text.</p>	<p>PREDICT</p> <ul style="list-style-type: none">• From the cover what do you think this text is about?• what is happening now? what happened before?• what does this paragraph suggest will happen next? what makes you think this?
<p>EXPLAIN</p> <p>Explain an aspect of the text. This may include why the author includes it or how the meaning is enhanced through choice of language.</p>	<p>EXPLAIN</p> <ul style="list-style-type: none">• what effect does have on the audience?• How does the author engage the reader here?• which section was the most interesting/exciting part?• How are these sections linked?
<p>RETRIEVE</p> <p>Locate and retrieve information from the text to answer questions.</p>	<p>RETRIEVE</p> <ul style="list-style-type: none">• How would you describe this story/text?• How did...?• How often...?• who had...?
<p>SUMMARISE</p> <p>Sum up key points in the text or sequence events as a summary., make sure you keep it brief</p>	<p>SUMMARISE</p> <ul style="list-style-type: none">• Can you number these events 1-5 in the order that they happened?• what happened after ...?• Can you summarise in a sentence the opening/middle/end of the story?

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.

Phonics

We follow the Read Write Inc (RWI) programme for Phonics. These lessons are taught daily and there are opportunities in our learning environments for the children to practice throughout the day.

Children are assessed and then put into groups where they will read a book at an appropriate level. The children will bring this book home at the end of the week to practice with you.

Year 1 and Year 2 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



New spellings go out: Monday Spelling
Test on: Monday
Log On: Stuck in back of reading record

A large, dark, slightly blurred photograph of a person reading a book occupies the center of the page. The person's face is partially visible on the right side, looking down at the book. The background is dark, and the overall tone is focused and educational.

**Spelling made
awesomer!**

Each week the spelling list will be sent to you on dojo to let you know our key spellings for the week. We can print out activities if your child does not have access to a device, please let us know!

End of Year Expectations



Moderation and 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 2.

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were many deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. First he opened the silver one which had wires in it. ^{Soon} ~~soon~~ he had opened all of them.

Fred put all the parts together. it made a computer. ^{Spelled} ~~not~~ suddenly he ^{with} ~~with~~ a white box ^{with} 3 pins. ^{It} was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? Thought Fred. He made jumpers, bread and butter he had finish writing ^{every thing} down that the machine went boom. Fred was sad. ^{So} ~~so~~ he went to the garage got some tools and put it back together. From that day on Fred used his machine everyday ^{to knit} ~~to knit~~ his school jumper.

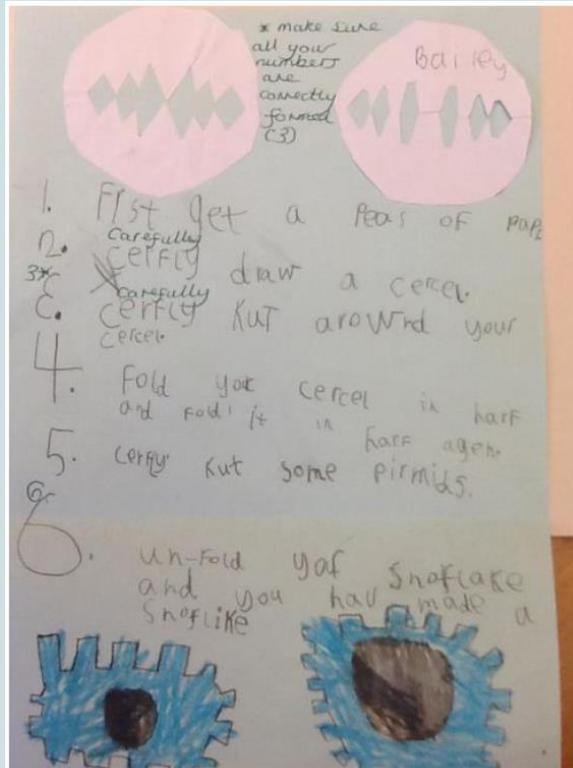
These are the writing targets we work on throughout year 2.

Year 2 Writing Checklist

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
writing about real events, recording these simply and clearly		
demarcating most sentences with:	capital letters and full stops	
and with use of:	question marks.	
using present and past tense mostly correctly and consistently		
using co-ordination (or / and / but)		
using some subordination (when / if / that / because)		
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
using spacing between words that reflects the size of the letters		

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. carefully draw a cercel.
3. carefully kut arouWnd your cercel.
4. Fold your cercel in half and fold it in half agen.
5. un-fold your snowflake and you have made a snowflake

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

One up on a one there
was a hobgoblin. 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 ^{blew} 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 pirat

Once upon a time
there was a
hobgoblin. 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.

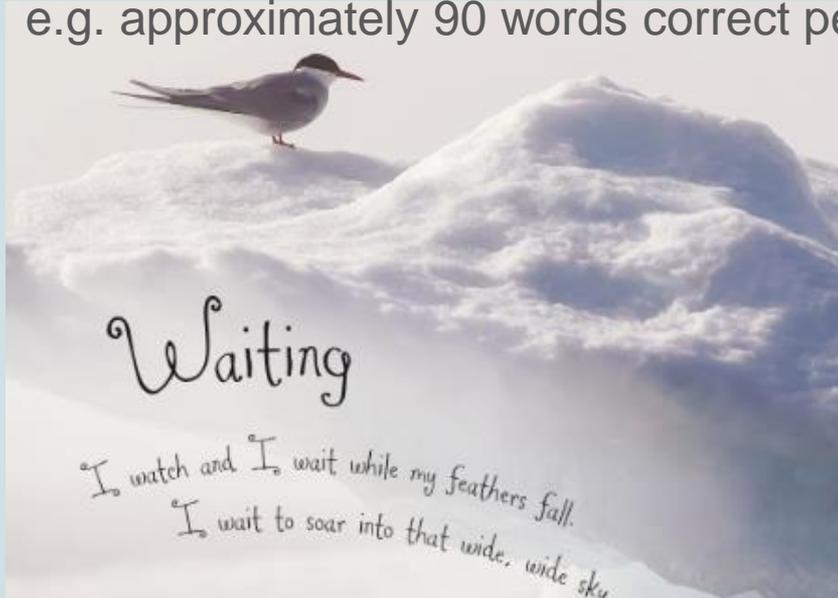
These are the writing targets we work on throughout year 1.

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.		

This is the expected level of text for children to read fluently by the end of year 2
e.g. approximately 90 words correct per minute.



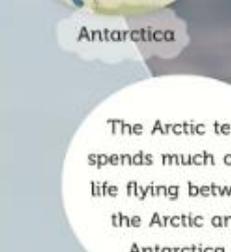
Waiting

*I watch and I wait while my feathers fall.
I wait to soar into that wide, wide sky.*

In December, January and February, the Arctic tern rests on the sea ice in Antarctica. While it is there, it **moults** its wing feathers. The Arctic tern sometimes loses its feathers so quickly that it can't fly at all for a little while!

Antarctica contains 90 per cent of the world's ice, but because it hardly ever rains here, it can be called a desert!

6



The Arctic tern spends much of its life flying between the Arctic and Antarctica.



It is very difficult for wildlife to survive in the middle of Antarctica because it is so cold and dry. This is why the animals of Antarctica live in the ocean or by the coast.



Some fish in Antarctica have a special antifreeze chemical in their blood which stops them from freezing, but it doesn't protect them from the Arctic tern!



7



Year 2 SATS

SATS will happen in May - we don't share exact dates as we want to keep our timetable as normal and stress-free for the children as possible.

There are 2 reading papers and 2 maths papers. Children will be prepared throughout the year by taking part in everyday learning.

This is only one part of the end of key stage assessment.

Year 2 SATS

SATS are administered by the class teacher.

The papers last around 20-40 minutes but they are not strictly timed. Teachers can give children a rest break if we deem it necessary.



Year 2 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.

Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.

How many **more** cards does he need?



cards

Times tables

- Please practice counting with your child at home.
 - Y1 counting in 2s, 5s and 10s
 - Y2 2s, 3s, 5s and 10s
- We are in the process of setting up the children to access TimesTableRockstars for Year 2s. More information on this will follow shortly.



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



Communication



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

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

What can you do?



- Read to your child, read with your child and have your child read to you.
- Spellings – weekly spelling and spellings linked to RWI.
- Times tables and number bonds.
- 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 :-)

Thank you!

We welcome any questions.