

# WELCOME!



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.



# 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 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'.

**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.

	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	12.30-115	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	MFL	LUNCH		Science		Collective worship	Getting ready for home
Tuesday	Registration	Arithmetic	Maths		Guided Reading		English	R.E.		Registration	RE	Computing (1.35)	Collective worship	Getting ready for home
Wednesday	Registration	Maths eyes	Maths		Guided Reading	Grammar	English	Topic		Registration	P.E. (1.20-2)		Topic	Getting ready for home
Thursday	Registration	Arithmetic	Maths		Guided Reading	Grammar	English	CB P.E.		Registration	SB Spellings	HB Music	Collective worship	Getting ready for home
Friday	Registration	Flashback 4	Maths		Guided Reading		English	PSHE		Registration	Art/DT		STRIVE assembly (2.40 - 3.10)	Getting ready for home



## **Fruit Snacks**

Please encourage your child to bring piece of fruit for their morning snack if in KS2 (from Monday 12<sup>th</sup> 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

## PE DAYS

### **Lemurs**

Tuesday and Thursday

### **Pangolins**

Monday and Thursday

### **Rhinos**

Wednesday and Thursday

# 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](https://www.sutton.cambs.sch.uk/web/curriculum_2/582663)




# Topic Webs

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

<b>Mathematics</b> We will be starting the year looking at place value and then applying these skills to addition and subtraction. The children will use these skills in problem solving activities including practical activities. They will use practical resources to support their learning. 	<b>French</b> We will be focusing on 'Getting to know you'. They will learn to greet people, ask their names, introduce themselves and ask how they are. They will also learn to count to ten. 	<b>P.E</b> They will be doing out door and adventurous activities where they will do problem solving to create and follow a range of trails. They will also be doing fitness and Yoga. 	<b>English</b> We will be starting the year looking at and creating their own Haiku's which are all about nature. They will then go on to write a portal tale where their character will enter a new world. After that, the children will be creating their own Stone Age creature on which they will write a non-chronological report. 	<b>Music</b> In music for the first half term there will be a focus on rhythm and simple musical notation. There will be opportunities for composing using body percussion and percussion instruments. There will also be singing in preparation for the school's Harvest Festival. 
<b>History</b> Our topic this term start off with the Stone Age where they will be having an outdoor learning day to hunt and gather food. They will learn about the three eras- Palaeolithic Mesolithic and Neolithic ages. 	<b>Year 3/4 Autumn Rock n Roll</b>			<b>Science</b> The children will be using their observational skills to observe similarities and differences between rock and learning how the different types are formed. They will also explore fossil formation and we will be having a visit to the Sedgewick museum. 
<b>Computing</b> The children will be developing their understanding of digital devices with an initial focus on inputs, processes and outputs. They will then be introduced to computer networks that include network infrastructure devices like routers and switches. They will be reminded of e-safety on a regular basis. 	<b>ART</b> The children will be exploring what Stone Age life was like through cave paintings experimenting with textures, tints and tones. 	<b>PSHE</b> Beginning and belonging. We will be creating a safe and happy classroom through developing ground rules and building positive relationships. We will explore what it feels like to be in new situations, how to cope being you and welcome others. The children will also have the opportunity to put themselves forward as a Champion of Change.	<b>RE</b> We will be exploring the Christian concept of reconciliation. This looks at mending, joining the separated and healing the wounds caused by separation. It is all about forgiveness. 	

# 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.

 <p>Knowledge Organiser</p>	
Year Group: Year 3/4	Term: Autumn
Subject: science	Academic Year: 2022/2023
Topic: Rocks and soils	
<p><b>What I should already know?</b></p> <p>In KS1 children:</p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p>Children may:</p> <ul style="list-style-type: none"> <li>May have some understanding of a variety of different rocks in the natural world.</li> <li>Some understanding of what soil is. (how to identify soil etc)</li> <li>May have some knowledge of what a fossil is.</li> </ul>	
<p><b>What will I know by the end of this unit?</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>	
	
<p>This half term will focus on rock and fossil formation.</p>	
<p><b>Vocabulary – You need to be able to understand and be able to use these words by the end of this unit</b></p>	
<p><b>Igneous</b> – a type of rock formed through the cooling and solidification of magma or lava.</p>	<p><b>Sedimentary</b> – a type of rock formed by the accumulation or deposition of mineral or organic particles at Earth's surface.</p>
<p><b>metamorphic</b> – a type of rock formed when rocks are subjected to high heat, high pressure.</p>	<p><b>Impermeable</b> – not allowing liquid to pass through.</p>
<p><b>Permeable</b> – allowing liquid to pass through.</p>	<p><b>Extinct</b> – no longer in existence.</p>

# 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.

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

# 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.





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

A large, dark, rectangular image serves as a background for the central text. It shows a close-up of a person's hand holding a pencil, poised to write on a piece of paper. The lighting is soft, and the focus is on the hand and the writing surface.

**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!



# Spelling

- Each week your child will be given spellings to learn focused around a spelling pattern which will be tested at the end of the week.
- For each new RWI book spellings will be sent home via dojo for your child to learn as well.

# Times tables

- By the end of year 2 children are expected to know their 2, 5 and 10 times table and be beginning to learn their 3's.
- Y3 - In Sutton we aim for the children to know all times tables up to 12x12
- Y4 - children to work on speed

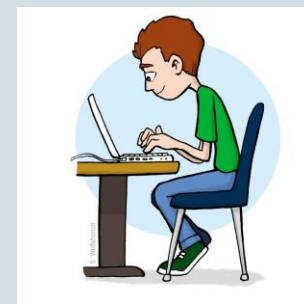
# MTC

In the June the year 4 children will take part in the Multiplication Tables Check (MTC). This is a computerised tables test where children have 6 seconds to recall a times table and input the answer.

We will have lots of practice before then!



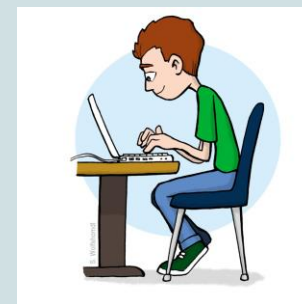
# Communication



- 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](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

# What can you do?



- Read to your child, read with your child and have your child read to you.
- Spellings – weekly spellings set on Spelling Shed - please login to practice.
- Times tables - please play TTRS as much as possible - 5 mins a day makes a huge difference. We will send other links to games throughout the year.
- 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.